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ABSTRACT

The purpose of this planning guide is to assist state, local, and university personnel involved in the design, development, and evaluation of staff development or other areas of school improvement. It represents a compilation of the learnings from the National Inservice Network's project work in Colorado, Indiana, and Maine from 1978-1981. Each state designed a statewide planning process or model to assist local administrators and teachers of regular and special education to come together to plan, implement, and exchange staff development activities. Fundamental to the planning process was local ownership, problem solving, ongoing structures, resources, and collaboration. This guide provides information on strategies that may be used in team development, needs assessment, program development, program evaluation, and implementation. Sections contain information on concerns of users of this guide about: (1) the model; (2) principles that form the basis for the model; (3) goals of the model; (4) users of this model; (5) needs that are addressed in the planning process; (6) other purposes that are served by the planning process; (7) requirements for implementing the model; (8) how local agencies are identified and selected; (9) kind of training needed for a core training team; (10) how participants are identified and selected to be part of the local planning team; (11) instructional topics and strategies used; (12) how instructional sessions are provided; (13) what follows planning; (14) what is needed to implement and maintain the plan; (15) how the model is evaluated; and (16) how the effort might be funded. (JD)

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COLLABORATIVE PLANNING GUIDE FOR PERSONNEL DEVELOPMENT

– Editors –

Leonard C. Burrello
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Organizing for Change through Planning

COLLABORATIVE PLANNING GUIDE
FOR
PERSONNEL DEVELOPMENT

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Prospectus

COLLABORATIVE PLANNING GUIDE FOR PERSONNEL DEVELOPMENT

PURPOSE

The purpose of this planning guide is to assist state, local, and university personnel involved in the design, implementation and evaluation of staff development or other areas of school improvement.

THE CONTEXT OF DEVELOPMENT

This planning guide grew out of a federal initiative to assist states to design the regular education inservice component of comprehensive systems of personnel development. The Office of Special Education, Division of Personnel Preparation, funded a project at Indiana University, the National Inservice Network (NIN). This planning guide represents a compilation of the learnings from the Project's work in Colorado, Indiana, and Maine from 1978–1981.

In 1978 there were few local models of personnel development in the United States, none of which were comprehensive. The NIN planning guide represented a radical departure from other staff development programs due to the magnitude of its goals, comprehensiveness of planning and adherence to quality practices in inservice. Each of the three states in the Project designed a state wide planning network to assist local administrators and teachers from regular and special education to come together to plan, implement and exchange staff development activities.

Fundamental to the NIN planning process is a set of principles which express the nature of NIN's work. They include:

- Local Ownership
  - developing ownership through involvement and participation in the planning process.
- Local Problem Solving
  - focusing the planning process on solving local problems asking who? what? where? why?
  - applying the process to a variety of problems.
- Local Ongoing Structures
  - developing or adapting a organizational structure to deal with staff development issues: planning, decisionmaking, implementation, organization
  - developing a support system
  - responding to consumer input.
- Local Resources
  - identifying and using existing resources, (i.e. individuals, direct and community)
  - peer sharing
  - building on strengths and practical experience
  - recognizing the continuing need for district, state, and federal support.
- Collaboration
  - providing incentives and support for people to work together
  - developing and building mutual trust
  - respecting different abilities, perspectives, and needs
  - facilitating cooperation between state agencies and local districts, special educators and regular educators, administrators and teachers.

- Planning and Implementation as an Adaptive, Evolutionary and Flexible process
  - responding to changing situations and needs
  - using an experimental approach
  - establishing an ongoing planning cycle

TRAINING APPROACH

The planning process incorporates small group theory and training in an eclectic fashion. In addition it draws on the participant's past and current experience, and views learning as taking place on both a cognitive and experiential level. The process emphasizes the acquisition of practical skills and knowledge that are required of planners and implementers of change efforts in staff development. When used skillfully, the experiential learning approach guides trainers to new discoveries about how learning takes place. Trainers have an opportunity to explore new methods and design formats. The learnings are immediately applicable to their back-home settings. NIN believes that experiential learning creates a sense of ownership for participants and becomes an effective and integral aspect of their behavior.

BENEFITS

The use of the planning model offers several benefits to users such as:

a process for	identifying needs, training a team of trainers, identifying local resources, problem-solving, shared decisionmaking.
which results in	a comprehensive staff development plan, core team of trainers, use of local resources, improved morale, improved relationships between general and special education.

THE INSTRUCTIONAL PROCESS

The order of training strategies and topics need not necessarily follow a prescribed sequence. In fact, the flexibility of the planning process allows it to respond to the goals and context of the agency in which it is used. For instance, "team development" can be taught as a specific workshop segment, including group dynamics, simulations and "at-home" tasks, or team development can be approached in a less formal manner by having members work through various planning activities, while focusing their attention on the dynamics of their group. The activities then culminate with a formal segment which addresses group dynamics and the stages of development the groups have undergone.

	TOPICS				
STRATEGIES	Team Development	Needs Assessment	Program Development	Program Evaluation	Implementation /Maintenance
Conceptual Framework (theory)					
Experiential					
Application					
Feedback					
Evaluation					

COLLABORATIVE PLANNING GUIDE FOR PERSONNEL DEVELOPMENT

USER CONCERNS & QUESTIONS	ESSENTIAL CHARACTERISTICS	MATERIALS & SUPPORT
1. What is the model?	Organizing for change through a collaborative planning process.	Developing a Comprehensive System of Personnel Development through a Peer Planning and Development Network (see reference section)
2. What principles form the basis of the model?	This model requires that planners representing all of the relevant audiences engage in a participatory group process. Basic to the process is bringing people together to: – develop ownership – solve problems – develop a support system – use existing resources – plan in a responsive and flexible manner	
3. What are the goals of the model?	To teach and have participants experience a collaborative planning process which provides them an opportunity to model a flexible approach to program development. The process reaches beyond traditional views to expand participant's understanding of and skills in: – assessment of individual and organizational strengths and needs – collection and interpretation of data – group process and team building – problem solving – change strategies – program development – evaluation – dissemination of information To assist agency participants in the planning, design, implementation and evaluation of a Comprehensive System of Personnel Development (CSPD) using quality practices in inservice education.	

COLLABORATIVE PLANNING GUIDE FOR PERSONNEL DEVELOPMENT

USER CONCERNS & QUESTIONS	ESSENTIAL CHARACTERISTICS	MATERIALS & SUPPORT
4. Who can use this model?	The model was developed for use at the State Education Agency (SEA) level in supporting the planning and implementation of local systems of personnel development. However, the model can be used by persons with interests in staff development at a variety of levels including local education agencies (LEAs), intermediate education districts and institutions of higher education. The model was designed to address inservice issues faced by educators as a result of the integration of handicapped children, but is not limited to this issue. It can be applied to other problems.	
5. What needs are addressed by the planning process?	The process specifically addresses the needs of SEAs and LEAs to develop and implement CSPD. More generally, it addresses change in individual agencies. A variety of other needs may also be met including relationship building, problem solving, communication and resource development. *– ILLUSTRATION –* *A suburban special education cooperative used the planning process to help create a new elementary school designed for maximum integration of handicapped students. This school, in turn, is becoming the inservice training site for other teachers in the cooperative.*	Relationship between CSPD Requirements and Quality Practices Indiana CSPD Personnel Development Plan
6. What other purposes are served by the planning process?	The process provides planners with techniques to prepare agencies to accept innovations. Planners can teach personnel how to be a part of change.	

COLLABORATIVE PLANNING GUIDE FOR PERSONNEL DEVELOPMENT

USER CONCERNS & QUESTIONS	ESSENTIAL CHARACTERISTICS	MATERIALS & SUPPORT
7. What is required to start-up this model?	A *core team* of trainers is needed to provide assistance to participating agencies. The core team acts as facilitators to the groups and assists them in validating information to make decisions. The core team provides human support to teams through regular contact and feedback. *Support* is needed to bring participants together for instructional planning sessions and for implementation efforts. This support should include: – initiation and organization by the contracting agency, generally the SEA – provision of a core training staff – financial support for participants' training expenses. *LEA support* should include commitment by local agencies to collaborative planning and support for it through release time for planning by agency personnel. *– ILLUSTRATION –* *The states of Colorado, Indiana and Maine used PL 94–142 discretionary funds to support local agencies in CSPD implementation. Each state assigned staff to organize and support CSPD training and implementation.*	

COLLABORATIVE PLANNING GUIDE FOR PERSONNEL DEVELOPMENT

USER CONCERNS & QUESTIONS	ESSENTIAL CHARACTERISTICS	MATERIALS & SUPPORT
8. What kind of training is needed for a core training team?	The core team should experience the planning process themselves as well as receiving formal training in the areas of group process, assessment and program development. However, prior training may not always be possible. In this case, individuals selected should adhere to the model's principles and have a background in training. *– ILLUSTRATION –* *Colorado's core team was made up of local participants who had already developed CSPD plans. Because of their earlier participation, they were sensitive to the feelings and experiences of the trainees.*	A Design for Core Team Training Cadre Training Model: A Look at the Colorado Experience
9. How are local agencies identified and selected?	Target agencies can be identified several ways depending on the context and nature of the agency. The selection process ranges from self-selection to mandatory participation. Voluntary participation is strongly encouraged.	Agency Identification Guidelines
10. How are participants identified and selected to be part of the local planning team?	Identification and selection of team members is left to the agencies involved. Agencies use different procedures including appointment by administrators, self-selection and peer nomination. No matter what procedure is used, agencies are encouraged to involve a cross section of staff from a variety of roles and constituencies, e.g., general and special educators, and administrators and teachers. Teams generally include four to eight members. *– ILLUSTRATION –* *A suburban special education cooperative in Indiana brought together a team of four including a special education director, an elementary principal, a first grade teacher and a high school special educator (also the teacher union's president). This team organized and in turn trained six more teams, each of which represented one of the six participating districts.*	Selection of CSPD Team Members Issue Orientation: Personnel Planning: A Local Agency Perspective (simulation)

COLLABORATIVE PLANNING GUIDE FOR PERSONNEL DEVELOPMENT

USER CONCERNS & QUESTIONS	ESSENTIAL CHARACTERISTICS	MATERIALS & SUPPORT
11. What instructional topics and strategies are used?	The planning process includes five major topics: — team development/group process — problem identification and needs assessment — program development — program evaluation — implementation and continued maintenance For each topic that following strategies are used: — presentation of conceptual framework (theory) — experiential learning with trainer feedback — back home applications by team — evaluation *– ILLUSTRATION –* *A workshop focusing on team development included presentations on collaborative planning, a team selection simulation and development of a at home action plan for actual team selection. Participants were called two weeks later to follow-up their activities.*	Team Development (see Reference Section) Problem Identification and Needs Assessment — Designing and conducting needs assessment in education — Data Analysis (Guide) — Assessment Problem Solving (Exercise) — Trekking Away (Game) Program Development — Inservice Best Practices: The Learnings of General Education — Framework for Inservice Planning — Instructional Strategies (contexts and methods) — Planning Guide for Program Development — Program Development Exercise — Local Program Abstracts Program Evaluation — Facilitating Group Planning and Evaluation — Checklist and Evaluation Form for Participants — Workshop Evaluation (samples) — SWIRL CSPD Plan (simulation) — Team Year End Summary Evaluation

COLLABORATIVE PLANNING GUIDE FOR PERSONNEL DEVELOPMENT

USER CONCERNS & QUESTIONS	ESSENTIAL CHARACTERISTICS	MATERIALS & SUPPORT
12. How are the instructional sessions provided?	The sessions were originally taught in four two-day meetings conducted by the core training team. Planning teams from six to ten school districts came to an off-site location for the sessions. The sessions extended over a school year. While there are a variety of training options, delivery should include: – sessions conducted by more than one person to provide multiple perspectives – ample intervals between sessions to allow planning teams to interact with others back home for the collection, sharing and validating of information – removal of day to day pressures to provide a sense of renewal for participants – opportunity for participants to interact, generate and exchange ideas – opportunity for building relationships within and between planning teams	Sample Agenda
13. What follows planning?	Planning is followed by implementation and maintenance of the plan. Although planning itself does not come to an end, some aspects of the process do end. For instance, the local CSPD plan should be ready for implementation at the close of the formal training sessions. The ground work of preparing the agency for the plan should be underway. Formal implementation accompanied by continued maintenance is the next phase.	

USER CONCERNS & QUESTIONS	ESSENTIAL CHARACTERISTICS	MATERIALS & SUPPORT
14. What is needed to implement and maintain the plan?	The primary agency must continue to support: – opportunities for participants to share and disseminate information – on-site support, consultation and technical assistance In addition, participating local teams must adhere to and be responsible for: – adaptive implementation – continuous identification and building of local resources – dissemination to other similar agencies – reporting of plan results including accomplishments and impacts *– ILLUSTRATION –* *The Indiana SEA is supporting the Indiana Peer Dissemination Network. The Network, made up of the state core team and all training participants, gathers two–three times a year to share ideas and information. Network members trade consultation and resources. One team held a workshop for 65 of its school corporation staff. The team used network members from two other local teams as trainers.*	Continuation; Program Review (Examples) The Black Network (Game) The Networking Perspective (Exercise)

COLLABORATIVE PLANNING GUIDE FOR PERSONNEL DEVELOPMENT

USER CONCERNS & QUESTIONS	ESSENTIAL CHARACTERISTICS	MATERIALS & SUPPORT
15. How is the model evaluated?	Evaluation is based on the concerns and issues of relevant audiences such as the participants, state education agency and staff. The focus is on participant evaluation of the planning process and plan implementation. During and after planning sessions, participants provide evaluation data both on the training content and process. A variety of evaluation methods are modeled by the trainers including group interviews and pre- and post-session rating scales. Results are provided to the participants on a regular basis. Products such as team action plans, needs assessment data and the plan itself are outcome measures which can be used to judge the effectiveness of the planning sessions. While some monotoring of plan implementation is conducted by the core team, the focus is on user evaluation as a management tool.	Evaluation Design Qualitative Evaluation Plan for Indiana CSPD (Example) Local Description of Impact
16. How might this effort be funded?	Staff development is attached to most categorically funded programs at the federal and state level. Given conditions of shifting educational priorities, increased local control, decreasing fiscal resources, consolidated funding formulas and decreasing staff turnover, staff development programs provide an opportunity to invest in and maximize the return on human resources. Possible funding sources include district funding, state or community college courses, PL 94–142, PL 94–482, state funds, district cooperatives, foundations, etc.	(see Reference Section)

Materials and Support

This part of the guide is organized into sections based on the "User Concerns and Questions" contained on the preceding overview. Each section contains more detailed information in response to a given user concern. The description of the instructional process itself is divided into sections corresponding to the major instructional/training topics. Each section contains information regarding that topic which includes the theoretical or conceptual perspective for that topic as well as examples of training materials and activities. A given section is concluded with a listing of references which the reader may access for additional information and materials. This part of the guide is not intended to be a cookbook or a step-by-step prescriptive manual but rather a flexible program planning guide specifying the major concepts, processes, and a variety of instructional strategies. Readers are encouraged to assimilate, restructure and adapt the guide so as to promote ownership and relevance to their own situation.

Needs Addressed

5. *What needs are addressed by the planning process?*

The process specifically addresses the needs of SEAs and LEAs to develop and implement CSPD. More generally, it addresses change in individual agencies.

A variety of other needs may also be met including relationship building, problem solving, communication and resource development.

ILLUSTRATION
A suburban special education cooperative used the planning process to help create a new elementary school designed for maximum integration of handicapped students. This school, in turn, is becoming the inservice training site for other teachers in the cooperative.

The process provides planners with techniques to prepare agencies to accept innovations. Planners can teacher personnel how to be a part of change.

RELATIONSHIP BETWEEN CSPD REQUIREMENTS
AND
QUALITY PRACTICES

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PREFACE

This document provides a framework for designing local staff development activities. It contains a restatement of the federal requirements for (CSPD) comprehensive system of personnel development, an interpretation and further delineation of the requirements which may be applied to local plans, and recommendations for design. The planner is provided with both a quick scan of the CSPD rules and regulations, and a method to analyze their local district's current personnel development practices in relation to recommended practices and suggestions for basic and quality program design.

PLAN COMPONENT AND DESCRIPTION		RECOMMENDED PRACTICE		CURRENT PRACTICE
Federal Regulations Require That States . . .	**State Regulations May Require That Local Plans . . .**	**Initial Recommended Practices For Basic Program Design . . .**	**Recommended Practices for Quality Program Design . . .**	**Current Local Practices . . .**
PART I: Participation				
A. Insure all institutions/agencies/organizations with interest have opportunity to participate in: (1) development, (2) review, (3) annual updating of state CSPD.	Describe the nature and extent of participation of various school district personnel groups in the development of this Personnel Development Plan. Should include procedures for involving general education and special education personnel with an interest in Personnel Development Planning.	Use procedures which will help ensure participation or cooperative planning between general and special education personnel in the development and annual updating of the Personnel Development Plan, i.e. task force, committee, special meetings.	Use procedures which will help ensure participation and/or cooperative planning between general and special education personnel, parents, community groups, volunteers, etc. in the development and annual updating of the Personnel Development Plan, i.e. task force, committee, special meetings.	
B. Describe the nature of participation of various groups in the development of the plan under A above. (1) Describe the responsibilities of each group in implementing the plan and in determining areas of training and target population to be effected by the plan. (a) SEA, (b) LEA, (c) IHE, (d) other.				
Part II: Needs Assessment				
A. Must conduct Annual needs assessment: (1) number of new personnel needed (2) need for retrained personnel.	Describe the needs assessment process used to determine training needs of each personnel category. Include in this statement the results of the needs assessment by:	Use two or more procedures for collecting needs assessment information i.e. surveys, interviews, analysis of program review reports.	Use problem identification as the first step to problem-solving, followed by the identification of specific needs. Provide continuous recycling that is never really completed but remains on-going.	

PLAN COMPONENT AND DESCRIPTION		RECOMMENDED PRACTICE		CURRENT PRACTICE
Federal Regulations Require That States . . .	**State Regulations May Require That Local Plans . . .**	**Initial Recommended Practices For Basic Program Design . . .**	**Recommended Practices for Quality Program Design . . .**	**Current Local Practices . . .**
B. Must describe or identify: (1) needs assessment process used to determine training needs of all personnel (2) results of the needs assessment: (a) areas in which training is needed (b) groups needing training. (3) Priorities assigned to each area.	A. Identifying (listing) the priority of needs to be addressed by the plan including: (1) the personnel groups needing training (2) the content areas in which training is needed.	Assess at least 10% of the total numbers of personnel in all personnel categories. Conduct an annual assessment.	Provide guidance for planning to assist in choosing next steps. Use multifaceted data gathering utilizing surveys, analysis of test data, individual and group interviews, observations, brain storming, as well as other techniques to provide a broad perspective of problems. Provide a public conscious activity to understand the needs of all individuals and groups associated with the identified problem. Provide a philosophy to help assessors, planners and decision-makers learn from their experiences. Obtain total involvement of most educational personnel in the district.	
Part III: Personnel Development Action Plan				
A. Identify target training audiences (1) special education and general education administrative personnel (2) special education and general education instructional personnel (3) support personnel (4) parents, surrogate parents,	A. Identify each personnel group to be provided inservice through this plan: (1) special education, administrative and instructional personnel (2) general education, administrative & instructional personnel (3) support personnel, (4) pa-	Provide inservice training opportunities for all personnel groups (general and special educators). Design a program which reflects needs identified in the needs assessment.	State clearly the primary as well as secondary goals and objectives with established periodic reviews. Relate the goals and objectives directly to the assessment results by corresponding to one or more of the major outcomes of the needs assessment.	

PLAN COMPONENT AND DESCRIPTION		RECOMMEND PRACTICE		CURRENT PRACTICE
Federal Regulations Require That States . . .	**State Regulations May Require That Local Plans . . .**	**Initial Recommended Practices For Basic Program Design . . .**	**Recommended Practices for Quality Program Design . . .**	**Current Local Practices . . .**
paraprofessionals, and volunteers. B. Identify areas in which training is needed for each group and priority. C. Identify content and nature of training for each area. D. Describe how training will be provided: (1) geographic scope, (2) staff training source (3) funding sources (4) timeline. E. Describe procedure for evaluation of program objectives. F. Provide for statewide system designed to: (1) adopt promising practices or materials proven effective (2) assess educational practices used in the state (3) identify state, regional and local resources (human/material).	rents, surrogate parents, paraprofessionals, and volunteers. B. Identify areas in which training is needed for each group & priority. C. Identify general content of training for each group and priority (1) Describe incentives to help ensure participation in program activities. D. Describe how training will be provided: (1) geographic scope (2) inservice training (3) funding sources (4) timeline. E. Describe incentives which will be used or may be needed to help ensure participation in program activities. F. List inservice program objectives and evaluation procedures which will be used to determine the extent to which the program objectives have been achieved. G. Describe plans or procedures the planning district will use to: (1) identify and adopt promising practices or materials (a) describe conference, site visits, reviews of the literature or other methods un-	Use local personnel in providing inservice training. Inservice training provided under the plan should relate to the delivery of special education services to handicapped students or to the prevention of significant learning problems. Develop ongoing procedures to identify, review and use (if appropriate) promising practices and materials for personnel development programs and instructional programming for students.	Provide continual professional growth and materials development as an integral part of the total school program. Use collaborative decision-making which allows equal input from all relevant groups without being self-serving. Use a complex and ambitious design with clear and specific goals. Plan in response to assessed needs rather than wants. Use content directed toward changing teaching strategies of those staff members most directly involved. Include content based on a developmental, not a deficit model in which educators are viewed as skilled professionals who bring unique abilities to inservice; as opposed to needing inservice training because they lack skills to do an effective job. Use competent local personnel and material resources with outside consultants in supportive roles. Use school site as location of inservice activities to provide relevancy to the inservice. Emphasize intrinsic profes-	

PLAN COMPONENT AND DESCRIPTION		RECOMMEND PRACTICE		CURRENT PRACTICE
Federal Regulations Require That States . . .	**State Regulations May Require That Local Plans . . .**	**Initial Recommended Practices For Basic Program Design . . .**	**Recommended Practices for Quality Program Design . . .**	**Current Local Practices . . .**
	dertaken (b) describe practices or materials adopted (2) Identify state, regional and local resources (human/material).		sional rewards for participation as opposed to only extrinsic rewards, e.g. extra pay, extra salary credit, etc. Use human support, personal contact and interaction among clients, planners, providers and consultants. Obtain acquisition and demonstration of administrative support, recognizing that the attitudes of the principals and superintendents are important to the success of the program. Link inservice training to delivery of educational services to students provides greater continuity and relevancy, as opposed to the traditional fragmented approach to inservice.	
Part VI: Evaluation				
A. Describe procedures for evaluating the effectiveness of: (1) Comprehensive System of Personnel Development in meeting the needs of personnel (2) procedures used to administer the system. B. Describe monitoring activities to ensure implementation.	Describe procedures for evaluating the effectiveness of the local system of Personnel Development in meeting identified personnel development needs.	Obtain input from each group receiving training. Compare the results of the plan's implementation to the scope of the needs identified under Part II- Needs Assessment. Use procedures for ongoing monitoring of the implementation of the plan.	Guarantee that the evaluation process is a collaborative activity to assist in planning and implementing programs. Use multifaceted data gathering, i.e. survey, analysis of test data, individual group interviews, observations, etc. Guarantee that evaluation is a continuous process that monitors: effectiveness of the program in reaching its goal and objectives; unanticipated outcomes, both positive and nega-	

PLAN COMPONENT AND DESCRIPTION		RECOMMEND PRACTICE		CURRENT PRACTICE
Federal Regulations Require That States . . .	**State Regulations May Require That Local Plans . . .**	**Initial Recommended Practices For Basic Program Design . . .**	**Recommended Practices for Quality Program Design . . .**	**Current Local Practices . . .**
		Use two or more procedures for collecting evaluation information.	tive; all significant changes in the problem which alter from the original proposal; learnings resulting from the program; and products developed through the program.	
Part V: Dissemination				
A. Describe procedures for acquiring, reviewing, and disseminating: (1) significant information, (2) promising practices.	A. Describe efforts to share information about the inservice training plan and/or its results within the planning unit. This includes all relevant audiences within the planning district. B. Describe efforts to share information about local inservice training efforts outside of the planning unit.			
Dissemination includes: A. Making personnel, administrators, agencies aware of information and practices. B. Training to: (1) establish innovative programs and practices (2) implement practices targeted on identified local needs (3) enable use of instructional materials and other media for (a) personnel development (b) instructional programming				

INDIANA COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

Personnel Development Plan
for
Local Special Education Planning Districts

Prepared by

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Introduction

The Comprehensive System to Personnel Development is a requirement under Section 121a. 380-387 of the P.L. 94–142 regulations for the implementation of Part B of the Education of All Handicapped Children Act. Under this general requirement, both the State Education Agency and each of the State's special education planning districts must have a Comprehensive Personnel Development Plan which describes how each agency will provide the inservice programs necessary to meet the ongoing needs of all persons engaged in the education of handicapped children.

The Indiana Department of Public Instruction, Division of Special Education, in conjunction with the Indiana Comprehensive System of Personnel Development Project, provides statewide CSPD technical assistance. The general intent of the assistance is to directly support the local special education planning districts in the development and implementation of district specific Personnel Development Plans. Local plans are required as part of the application for pass-through funds under P.L. 94–142 as submitted by the districts to the Division of Special Education.

This document includes, in four sections, the content requirements, the recommended practices, and the forms for Local Personnel Development Plans.

Section I:	the plan's five components, a description of the type of information needed for each component, minimum criteria for each component, and recommended practices for the completion of the plan.
Section II:	the actual content format to be used in writing the plan.
Section III:	a plan requirement checklist for local plan review and approval.
Section IV:	a recommended practices checklist.

Section I: Description, Minimum Criteria and Recommended Practices

Plan Component & Description	Minimum Criteria	Recommended Practices
PART I: PARTICIPATION/COORDINATION		
Identification of various personnel groups who participated in the development of this plan including general and instructional personnel, related services personnel, parents and groups/organizations. [Section 121a.381(a)	A listing of all personnel groups represented in the development, review and approval of the plan.	Involve parents in plan development.
Description of the type, level and extent of participation in the above personnel groups. [Section 121a.381(b)]	A description of the level and extent of each group's participation in the planning process.	Use procedures which will help ensure participation/cooperative planning among all groups affected by the plan through task forces, etc
Identification of the plan administrator(s) and how the plan will be coordinated and organized. [Section 121a.386(a), 2(b)]	Identification of the plan administrator(s) and a description of how the plan will be coordinated and organized.	Coordinate the plan and its development with other planning district inservice efforts.

Plan Component & Description	Minimum Criteria	Recommended Practice
PART II: NEEDS ASSESSMENT		
Description of the procedure(s) used to determine training needs. [Section 121a.382(f)(1)]	A description of the procedure(s) used to determine needs.	Use two or more procedures for collecting needs assessments information, e.g. surveys, interviews, analysis program review reports. Assess local stregnths as well as local needs.
Specification of the number and percentage of each group assessed. [Section 121a.382(b)(1)]	A listing of the personnel groups assessed, the percentage of each group assessed, and if appropriate, the number of corporations assessed.	Assess at least 10% of the total numbers of personnel in all personnel categories.
Summary of the assessment results including: A. a list of personnel groups identified as prospective audiences in priority order; and B. the content areas ~~in which~~ training is needed by each group identified. [Section 121a.383(b) and (c)]	A listing of those personnel groups identified as prospective audiences in priority order. A listing by each group identified ~~of the~~ topical or content areas in which inservice training is needed.	
Indication and description of annual needs assessment procedures. [Section 121a.382(b)(1)]	A description of procedures to be used to conduct an annual needs assessment.	Develop a timeline for future needs assessments. Provide feedback on the results of assessments to participants.
PART III: PERSONNEL DEVELOPMENT		
Description of a personnel development plan which includes: A. target audiences; B. goals and objectives; C. the manner in which the training will be provided; and D. incentives for participation. [Section 121a.382 and 383]	A listing of each of the personnel groups for whom inservice will be provided by this plan. A listing of the training goals and objectives for each group to receive inservice. A description of how the training will be provided including: A. geographic scope B. inservice training staff C. funding sources D. timeframe E. training mode.	Make available inservice training opportunities for all personnel groups. Design a program which reflects needs identified in the needs assessment. Provide inservice training that relates to the delivery of special education services to handicapped students or to the prevention of significant learning problems. Use local planning district personnel as inservice training staff where possible.
Description of procedures to be used to identify human and material resources. [Section 121a.385 (c)]	A description of incentives which will be used or may be needed to help ensure participation in program activities. A description of procedures to be used to identify local, state, regional, national, human & material resources.	
Description of procedures to be used in review promising practices in personnel development & instructional programs. [Section 121a.384(a)]	A description of the procedures to be used to review promising practices in personnel development and instructional programs.	Develop ongoing procedures to identify, review and use (if appropriate) promising practices and materials for personnel development programs and instructional programming for students.

Plan Component & Description	Minimum Criteria	Recommended Practice
PART IV: EVALUATION		
Description of the procedures to be used to evaluate the personnel development plan's effectiveness in meeting identified needs. [Section 121a.386]	A description of the procedures to be used to evaluate the effectiveness of the five sections of the plan.	Use two or more procedures for collecting evaluation information. Use procedures for ongoing monitoring and adaptation of the implementation of the plan.
	A description of the procedures to be used to evaluate the specific inservice activities conducted under the plan.	Obtain input from each group receiving training. Compare the results of the plan's implementation to the scope of the needs identified under Plan II-Assessment.
PART V: DISSEMINATION		
Description of the procedures to be used to disseminate information on the plan within and outside of the planning district. [Section 121a.384]	A description of the procedures to be used to disseminate information on the plan and the activities contained in the plan to personnel, interested agencies and organizations within the planning district.	Develop a procedure to share information on an ongoing basis.
	A description of the procedures to be used to disseminate information on the plan to personnel, interested organizations and agencies outside the planning district.	Become a participating member of the Peer Dissemination Network in Indiana.

Section II: Writing Format

Instruction for Completion of Section II. Note: (a) material in standard type is minimum criteria for an approval Local Personnel Development Plan, and (b) material in italic type is recommended practice beyond minimum criteria or suggested additions to the written plan which will assist in providing clarification and/or points of reference to persons reviewing the plan.

1. The Writing Format is designed in such a way that the local plan can be typed directly onto the pages provided with additional pages attached as necessary.

2. When not using the forms provided, identify each section of the plan clearly. It would be helpful if each section began on a new page.

3. Write the plan with sufficient information to enable an individual who has no knowledge of what the planning district is like or of the planning discussions to understand what your plan is and how it will be carried out.

Part I: Participation/Coordination

Describe the planning district to provide a point of reference for the plan, e.g. number of corporations, number of buildings by grade level, number of regular and special education teachers, type of area (urban, suburban, rural).

List all personnel groups represented in the development, review and approval of the plan.

Describe the level and extent of each group's participation in the planning process.

Identify the plan administrator(s) by name/position. Describe how the plan will be coordinated and organized.

Part II: Assessment

Describe the procedure(s) used to determine needs.

List the personnel groups assessed and the percentage of each group assessed (if appropriate, indicate the number of corporations and, numbers/percentages within corporations assessed).

In summary form, report results by personnel groups including a priority listing of the content areas and personnel groups. Note: This section represents all needs identified and does not represent only those needs which will be addressed in the actual inservice plan.

Indicate the procedures to be used to conduct a needs assessment during the coming year (updated for those receiving inservice under this plan, refinement of other personnel groups assessed).

Indicate timelines for the assessment of any personnel group (specify) not assessed for this plan.

Part III: Personnel Development

In one paragraph, summarize (abstract) the personnel development plan by indicating the inservice delivery model(s) to be implemented, the target audiences and the major training goals and objectives.

Describe in detail the plan which will be implemented including goals, training objectives, the target audiences, the manner in which the training will be provided and incentives for participation. Note: Completion of Local Personnel Development Plan Summary satisfies a portion of the information needed.

Describe procedures/activities which will be undertaken to identify human and material resources, both inside and outside the planning district.

Describe procedures which will be undertaken for reviewing promising practices in personnel development and instructional programs.

Part IV: Evaluation

Describe the procedures to be used to evaluate the effectiveness of the five sections of the local plan.

Describe the procedures to be used to evaluate the inservice delivery model(s) as implemented under the plan.

Part V: Dissemination

Describe how the CSPD plan and the inservice activities included in the plan will be shared within the planning district.

Describe how information on the CSPD plan and its effectiveness will be shared with interested persons/agencies/organizations outside the planning district.

Section III: Plan Requirement Checklist

Instructions for Plan Requirement Checklist. This checklist includes all of the components required for approval of a local CSPD plan.

It is suggested that the planning district complete the checklist prior to submission of the plan to the Division of Special Education as a final check on all components. The completed checklist need not be submitted with the plan. However, it may be used for clarification/explanation of specific components. For example, if a component is more fully explained in a section other than that under which it is listed, it would be helpful to indicate that in the *Comments* portion of the checklist.

Note: The Division of Special Education will use this Checklist as the criteria for approval of this plan.

Plan Requirement Checklist

Part I: Participation/Coordination	Yes	No	Comments
A listing of all personnel groups represented in the development, review and approval of the plan.			
A description of the level and extent of each group's participation in the planning process.			
An identification of the plan administrator(s) and a description of how the plan will be coordinated and organized.			
Part II: Needs Assessment			
A description of the procedure(s) used to determine needs.			
A listing of the personnel groups assessed, the percentage of each group assessed, and if appropriate, the number of corporations assessed.			
A listing of those personnel groups identified as prospective audiences in priority order.			
A listing, by each group identified, of the topical or content areas in which inservice training is needed.			
A description of procedures to be used to conduct an annual needs assessment.			

Part III: Personnel Development	Yes	No	Comments
A listing of each of the personnel groups for whom inservice will be provided by this plan.			
A listing of the training goals and objectives for each group to receive inservice.			
A description of how the training will be provided including: A. geographic scope B. inservice training staff C. funding sources D. timeframe E. training mode.			
A description of incentives which will be used or may be needed to help ensure participation in program activities.			
A description of procedures to be used to identify local, state, regional, and national human/material resources.			
A description of the procedures to be used to review promising practices in personnel development and instructional programs.			
Part IV: Evaluation			
A description of the procedures to be used to evaluate the effectiveness of the five sections of the plan.			
A description of the procedures to be used to evaluate the inservice delivery model(s) as implemented under the plan.			
Part V: Dissemination			
A description of the procedures to be used to disseminate information on the plan and the activities contained in the plan to personnel, interested agencies and organizations within the planning district.			
A description of the procedures to be used to disseminate information on the plan to personnel, interested organizations and agencies outside the planning district.			

Section IV: Recommended Practices Checklist

Instructions for Recommended Practices Checklist. This checklist is a listing of recommended practices for the five sections of the plan.

It is suggested that the planning district use this checklist as a quality check both during the plan's development and prior to submission of the plan to the Division of Special Education.

The checklist is not to be submitted with the plan, nor will it be used to determine approval or disapproval of the plan. It will be completed to provide information and feedback on the plan to the planning district.

Recommended Practices Checklist

Part I: Participation/Coordination	Yes	No	Comments
Parents are involved in planning development.			
Procedures are used to help insure participation and cooperative planning among all groups affected by the plan through task forces, committees, special meetings and/or advisory councils.			
The plan and its development are coordinated with other inservice efforts in the planning district.			
Part II: Needs Assessment			
Two or more procedures are used for collecting information.			
Local strengths are assessed as well as local needs.			
At least 10% of the total numbers of personnel in all categories are assessed.			
A timeline is developed for future assessments.			
Feedback is provided to participants on the results of the assessment.			

Part III: Personnel Development	Yes	No	Comments
Inservice training opportunities are made available for all personnel groups.			
The program reflects the identified needs.			
The training relates to the delivery of special education or to the prevention of significant learning problems.			
Local district personnel are used as training staff.			
Ongoing procedures are developed to identify, review and use promising praactices and materials for personnel development programs and instructional programs.			
Part IV: Evaluation			
Two or more procedures are used to collect evaluation information.			
Procedures are used for ongoing monitoring and adaptation of the plan's Implementation.			
Input is obtained from each group receiving training.			
The results of implementation are compared to the scope of the needs identified.			
Part V: Dissemination			
A procedure is developed to share information on an ongoing basis.			
The district will become a participating member of the Peer Dissemination Network.			

Section V: Plan Summary

Instructions for Completion of Plan Summary. Activity/objective/content Area(s): Indicate training objective and/or content [topic] of training to be conducted. Personnel Group(s): Indicate by type, and level, if applicable all groups to participate in training. Number and Geographic Scope: Indicate the number from each personnel group in the preceding column to receive training and geographic scope of training. Example: regular education teacher and one special education teacher from each elementary building in the planning district. Format and Timeframe: Indicate format of training (e.g. workshop, consultation) and the timeframe for the training (e.g. one day per month during school day). Incentives: Indicate incentives to be provided. Trainers: Indicate types of trainers to be utilized, e.g. university faculty, consulting teachers, peers, outside practitioners. Funding Sources: Indicate source of funds to be used for training, e.g. P.L. 94–142 discretionary or pass-through, local, donation from community group.

Local Personnel Development Plan Summary

Activity/ Objective/ Content Area(s)	Personnel Groups	Number and Geographic Scope	Format and Timeframe	Incentives	Trainers	Funding Sources

Core Team Training

8. *What kind of training is needed for a core training team?*

The core team should experience the planning process themselves as well as receiving formal training in the areas of group process, assessment and program development. However, prior training may not always be possible. In this case, individuals selected should adhere to the model's principles and have a background in training.

ILLUSTRATION
Colorado's core team was made up of local team participants who had already developed CSPD plans. Because of their earlier participation, they were sensitive to the feelings and experiences of the trainees.

ORGANIZING A CORE TEAM TRAINING PROGRAM

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Organizing A Core Team Training Program

Objective

To develop a core team of people who will be available to provide technical assistance and training to local units, other than those currently involved in the NIN Project, in the process of developing a comprehensive personnel development plan. Such training assistance would occur with units upon request.

In addition, this core team would continue to provide support and technical assistance to the current local projects during their implementation efforts.

Position Statements

In developing this core team, a number of key concepts are seen as crucial:

1. The planning and implementation of staff development programs require strong linkages between local districts/administrative units, the State Education Agency, and institutions of higher education.

2. Because the planning process is highly experiential, members of the core team should have participated as a member of a local planning team.

3. Core team members must understand the planning process, have skill in presenting information to others, and be sensitive to group processes/needs.

4. The core team as a whole should be composed of individuals who represent a variety of perspectives related to the field of education and staff development.

5. Core team members should have commitment to the concept of the model as an educative process and should serve to educate others in their local unit, department and/or institution regarding the use of this planning approach.

6. Core team members must have the support of the appropriate administrators for their involvement as a trainer, particularly in endorsing the member's commitment of adequate time for this effort.

Plans for Developing the Core Team

At present four core team members have been identified. These members are individuals from local units that have participated in the process in the past. These members will work closely with the National Inservice Network staff in providing training and technical assistance to local units during this and succeeding years.

The present intent is to expand this group next year by adding members from past local planning teams, SEA staff, and representatives from the state's college and university education programs.

The inclusion of SEA and IHE staff is seen as particularly crucial in providing a lasting framework for assisting locals in planning staff development programs. The rationale for SEA/IHE involvement include:

1. Planning ongoing and comprehensive systems of staff development is an issue of critical importance to the State Education Agency and institutions of higher education as well as local units.

2. Local units will benefit from strengthening their working relationships with SEA and IHEs and have more direct contact with the resources available through the SEA/IHE participants will get first-hand experience in hearing the needs from the field and participation in designing programs to meet these needs. Learnings of this sort could be invaluable to the department/institution in their own long-range planning of both inservice and preservice training programs.

At this time, the State Department of Education—Special Education is meeting with administrative and advisory groups to gain their support for the core team and to secure recommendations of individuals from SEA/IHE staffs who may participate in the training process. Commitments for participation will be secured from the SEA/IHE representatives and the appropriate supervisors/institutional administrators. During the coming year, these SEA/IHE staff members will serve as trainees.

With the support of the local unit, the SEA/IHE representatives will be assigned to a local planning team as a team member. The trainee will be expected to attend the training workshops and offer their expertise to the planning team as *a participant* (not as a liaison, "expert," etc.). The progress of SEA/IHE staff assigned to the role of trainee will be reviewed throughout the year. Support will be provided to these individuals as required and/or requested.

After participating in the planning process as a trainee and local team, the SEA/IHE representatives would become members of the core team for succeeding years. The core team has the following specific tasks and role in relation to local district planning teams.

Primary Task — of the core teams is to help school district teams plan their own staff development systems which include the following components: (a) defined management structure, (b) needs assessment, (c) program design, (d) resource identification, and (e) evaluation.

Role — of the core teams and support persons is one of a "helper," to assist the district teams in making their own informed decisions relative to the above components. This means presenting appropriate information (whether through lecturette, reading, sharing, etc.), building in time to assimilate the information and facilitating decisionmaking. The district teams decide what they feel is most appropriate for their district and actually conduct the design.

Specific Tasks — of the core teams as related to the district teams are outlined below:

	The Core Teams will:	The School District Teams will:
Preplanning	Facilitate selection of district planning teams.	Select a planning team which includes special and regular educators, administrators and teachers.
Foundations/ Staff Development Design	Familiarize district teams with objectives of the program and with staff development system design and "critical ingredients."	Be familiar with the objectives of the of the program, components of a staff development system and "critical ingredients."
Needs Assessment	Familiarize district teams with needs assessment processes and instruments relative to staff development system and program design and assist in the design of a system to assess needs.	Design and conduct a needs assessment.

	The Core Team will:	The School District Team will:
Resource Identification	Familiarize district teams with available resources within and out of the state.	Utilize available resources in the planning and implementing of their staff development system.
Program Design	Assist district teams in identifying and/or designing learning activities and programs to respond to assessed needs.	Design and/or identify learning activities and programs responsive to identified needs.
Evaluation	Familiarize district teams with evaluation processes and instruments and assist in designing a system evaluating the staff development system and programs.	Design a system to document and and evaluate their staff development system and programs within it.
Management Structure	Assist the district teams in defining a management structure to ensure ongoing identification and addressing of needs relative to staff professional growth.	Define a staff development management structure which ensures the identification and addressing of needs relative to staff professional growth.
Proposal Design	Assist the districts in writing proposals which describe their staff development system.	Write a proposal describing their staff development system.
	Plan and conduct a process to review and evaluate proposals.	
	Provide assistance as appropriate to district teams throughout the implementation of their systems.	Implement their staff development systems.

CADRE TRAINING MODEL:
A LOOK AT THE COLORADO EXPERIENCE

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Cadre Training Model: A Look at the Colorado Experience

We have just completed an intensive "trainer of trainers" project with a group of exciting and talented people. This article represents our first attempt, since the conclusion of our work, to reflect on the overall experience. A more careful and detailed analysis of the experience will be done over the next few months.

Introduction

For the past three years the Colorado Department of Education (CDE) with assistance from the National Inservice Network (NIN), housed at Indiana University has worked with Local Education Agencies (LEAs) to design comprehensive staff development plans. The goals of the NIN planning model were to teach LEA participants a collaborative planning process and to assist participants in the design of a Comprehensive System of Personnel Development (CSPD). The flexibility of this approach to planning and program development offered participants an opportunity to expand their awareness, understanding, and skills in: assessment, data collection, group process, problem-solving, change strategies, program development, evaluation, and dissemination.

Each participating LEA identified a planning task force of six to ten members. The composition of the teams was to reflect districtwide representation, e.g. general and special educators, administrators, etc. Participating districts were required to attend four planning workshops throughout the planning year and received on-site consultative assistance. The result was a comprehensive staff development plan designed by each team to address the unique needs of their local units.*

Six local units were selected to participate in the project during each of the past three years. The third year of the project was to mark the end of the NIN's direct assistance to the Colorado Department of Education (CDE). The department was to continue the staff development effort using their own resources. CSE remained committed to providing continued support, implementation, and maintenance assistance to the 18 LEAs involved in the project from 1978–1981.

The department was also interested in spreading the collaborative planning process to the remaining 30 LEAs throughout the state. This expansion was a means of further developing local comprehensive staff development programs, as well as strengthening the relationships between LEAs, CDE, and colleges and universities in the state.

CDE has only one person within the department with designated responsibility for continuing the project, the inservice coordinator. With the termination of NIN's consultative role, it became necessary to review alternatives for providing project support. Alternatives included: hiring outside consultants, contracting with an outside agency, or developing a team of trainers who could effectively train others. Since the ideology inherent to the NIN emphasized collaborative planning local automony, and the use of local resources, the development of a team of local trainers seemed the logical alternative. The purpose behind the cadre training model was to solicit and establish a team capable of continuing training and dissemination, ultimately providing the state with on-going training and resources at all educational levels.

As a result of the CDEs statewide commitment to CSPD and with the assistance of NIN, a training model was developed. The cadre model approached training in an eclectic fashion, drawing on the participants experience, providing new information, then immediately applying their learnings in relevant situations. In this article, the training design, methodology, findings and a discussion of the participants are explored through an indepth look at personal experiences.

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*Special Education in Colorado is divided into 48 local administration units throughout the state, which includes educational cooperatives and individual school districts.

Program Design

Selection. Both individual and group characteristics were considered in selecting members. Individuals were sought who had previous experience on local planning teams and who demonstrated interest, understanding, or skills necessary for the training role. Personality dimensions considered were flexibility, openness, and ability to conceptualize and communicate ideas. In generating potential names, balance in the composition of the training team was considered: male/female, administrator/teacher, geographic location. In addition, it was necessary to find local districts willing to release a staff member to participate in the cadre. Although the district was to incur *no direct* expense, participation called for a tremendous commitment of support by the district as well as from potential cadre members, who were to work as volunteers and only be reimbursed for their expenses.

Names were reviewed, searching for complementary skills among individuals. Ideally a six member cadre (a ratio of one trainer per LEA planning team) was sought. Six well qualified individuals were initially identified by the two NIN consultants and two members of the CDE staff. However, after contacting the six individuals, only four expressed interest and received the support of their local units. Rather than adhering to a preconceived plan and attempting to match trainers with units, the cadre of trainers model was implemented with only four individuals.

Participation. The cadre training model indluced four individuals from the LEAs in the cadre role, two individuals from NIN in consultant roles and two CDE staff serving as coordinators for the project. The NIN consultants had primary responsibility for conducting the workshops; however, they assumed a moderately low profile throughout the first workshop, orchestrating behind the scenes. Throughout the remainder of the workshops, the consultants took on an even less visible role with the cadre taking on more and more responsibilities for the sessions.

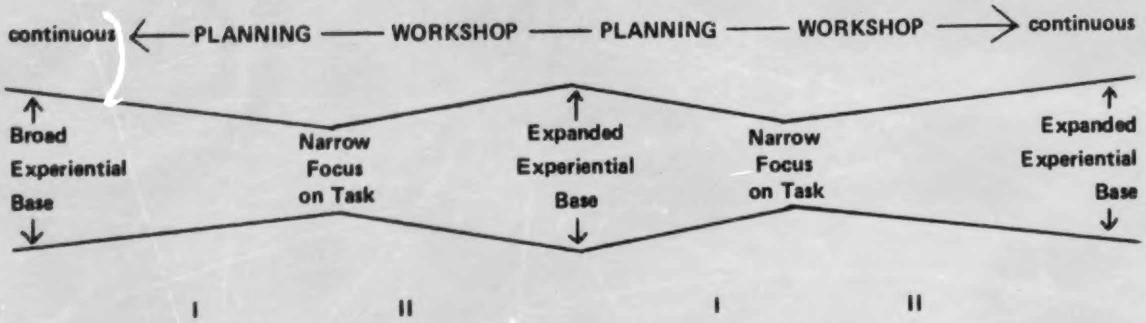
Cadre participation involved planning sessions, workshops, and on-site visits. Planning sessions were scheduled at least four weeks prior to the actual workshops. These sessions were devoted to preparing workshop agendas, selecting materials, and determining presentation methods. Other discussions centered on the anticipation of what cadre members might expect while working with the local planning teams.

Workshops involved presentations, group facilitation, consultation, and daily debriefing meetings. Debriefing sessions were devoted to analyzing and adjusting daily activities in preparation for the following day. Workshops generally consisted of 2–3 days of intensive work by cadre and LEA planning teams.

On-site visits conducted throughout the year varied in focus depending upon whether the LEA was a first, second or third year project. New first year projects needed on-site orientation and selection visits preceding the first planning workshop. Second and third year projects, at the stage of implementing and maintaining their programs, required on-site visits to provide technical assistance in implementation and evaluation.

After outlining participation roles for the four cadre members, careful consideration was given to the shift in roles that the members of the cadre could expect. The new training role would be markedly different from their previous participant role which was primarily experiential. Although individuals would draw from their previous experience, the new role called for training and group facilitation skills.

Training Design. The training process was divided into two parts, planning sessions and workshops. Each part had a focus and structure. In the first part, the planning session focus moved from broad to narrow while the second part workshop moved from narrow to broad. This pattern of broadening, narrowing, and then broadening again was followed throughout the training sequences. The *structure* of each part (seen in the figure on the next page) includes both content and strategies.



Part I: Planning began by asking cadre members to draw upon their previous experiences as members of local planning teams in order to assess the appropriateness of content materials and presentation strategies for the upcoming workshops. The cadre was provided materials, strategies and agendas from previous workshops but was under no obligation to use them. Their immediate task was to develop the best workshop possible.

Next, cadre members in pairs prepared plans for segments of the workshops (e.g., Workshop I segments emphasized team building, orientation, problem identification, and a written plan to verify the problem). Upon completion of the tentative plans, each pair shared their drafts with the other cadre members and consultants for reactions and additional ideas. At this stage, the consultants provided formal teaching sessions covering team development and specific workshop content areas. Planning sessions culminated with a revised detailed workshop agenda and the designation of specific workshop responsibilities.

Consultants' Reflections. Each time the cadre and consultants convened for planning sessions a significant amount of time was devoted to bringing people "back on board." Due to the fact that daily contact was impossible and that planning sessions were six to eight weeks apart, reorientation was necessary to maintain the cohesiveness of the group. This reorientation continually took more time than anticipated. Consequently, there was a continuous struggle for additional time to complete the planning task.

Part II: Workshop sessions consisted of presentations and assistance to LEA planning teams, as well as cadre debriefing sessions. A preparation meeting was always scheduled prior to the first day of workshops to take care of unfinished business not resolved at the previous planning sessions.

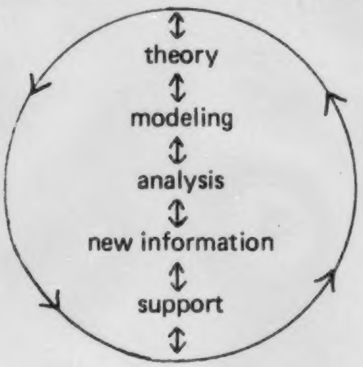
Consultants' Reflections. Arriving for the workshop after a full day's work required time to get acclimated (shifting gears) by talking about the frustrations associated with conflicts between local district jobs and volunteer cadre roles. However, after a night's sleep, the frustrations had subsided and the cadre was ready to begin (gear shifted).

Once the workshop began, consultants were available to provide on-the-spot technical assistance and moral support for the cadre members as they engaged in their new roles as trainers. At the end of each day of workshops, the cadre and consultants met for intensive debriefing sessions. These sessions focused on the cadre's observations of individual and team development among the six LEA units and analysis of the appropriateness of the preplanned agenda. The debriefing sessions provided the opportunity for the cadre to adapt their behavior in response to feedback on the day's events.

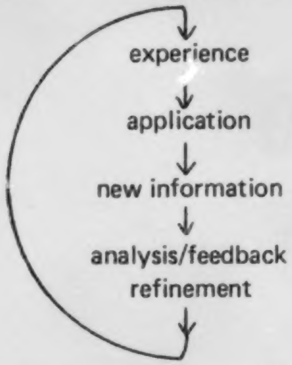
Consultants' Reflections. Debriefing between cadre and consultants occurred at dinner and again late in the evening. This debriefing was extremely time consuming yet beneficial. However, it became difficult to maintain a balance between the LEA planning team's need for contact and technical assistance from the cadre and the cadre's own need for the same from the consultants.

The sequence of a two-part training process allowed for a differentiation between consultant and cadre roles. The consultants guided the training process relying upon five primary techniques, while the cadre learned the process through another set of techniques. Then the cadre applied their learnings, using the guiding technique to train others. The following diagrams illustrate how the training process was delivered and received.

GUIDING THE TRAINING PROCESS

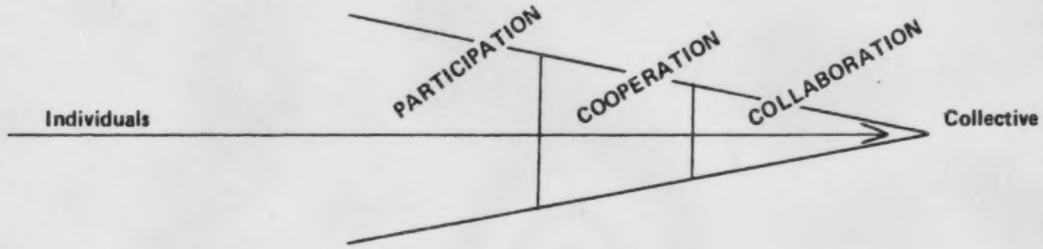


LEARNING THE TRAINING PROCESS



The training process relied upon collaborative planning among cadre members and consultants. Involvement generally followed a sequence of participation, cooperation, and, ultimately, collaboration.

Cadre Interaction During Training



The cadre had to learn to work together as a team. The initial phase of that "coming together" process was participation followed by cooperation. Collaboration, the ultimate level, took the major portion of the training year to reach. In collaborative planning, group members combined their thinking into a collective process utilizing each others' skills rather than relying upon one or two individuals. Individuals weaknesses were strengthened by the group and individual strengths were further enhanced.

Methodology

Throughout the training process, four preordinate questions guided data collection on both the progress of the training process and the cadre itself: (1) Has a team of trainers emerged with the potential for extending the project thrust throughout Colorado? (2) What was accomplished as a result of the cadre training effort? (3) Which components of the training process were the most beneficial? and (4) Was the time and effort devoted to developing the cadre worth it relative to the overall accomplishments?

In order to answer these questions, all contacts with the cadre members were carefully documented by keeping a log of all indepth interviews, casual conversations, and observations of their activities.

Findings

Experiences. Prior to the training the cadre members had a generally preconceived idea of what the model was, but they had no specific expectations. Each member could, however, identify initial reasons for their interest and willingness to get involved in the cadre of trainers model. From earlier experience with the NIN Project as LEA planning team members, several cadre members said they ". . . had developed a commitment to the problem-solving planning process." As local team members, they had observed the process work "back home" and were both interested in the project and curious about its development. All cadre members cited "the opportunity for professional and personal growth" as a motivator for joining. Two individuals indicated that they were, "tired of the classroom," and "looking for a change in their careers" as important reasons for becoming involved.

Reflecting on the year-long training, cadre members identified a range of perceptions about their experiences. Some areas emerged as definite learnings and others as areas of conflict.

LEARNINGS	CONFLICTS
. new skills gained group process presentation	. job overload and personal conflict over job responsibilities between the district and cadre
. new knowledge acquired more complete understanding planning process and its relationship to comprehensive staff development in Colorado	. time away from their district jobs and time away from home (spouse, children)
. self esteem enhanced confidence friendship	. frustration-recognized it was just as frustrating to train a group as it was to be a participant . frustration over the perception of the nebulous leadership from CDE (e.g. inconsistent messages, indecisiveness)

Consultant observations of the cadre identified additional areas of growth. Individuals appeared to have developed or enhanced their ability to conceptualize "the overall picture." The various pieces of the process (experience, application, analysis) finally began to come together. In addition, the cadre developed an understanding of the comprehensive nature of a statewide system for staff development. It also became apparent that a team of trainers could be an effective means to diffuse the planning process across the state. The feasibility and value of developing a core group of trainers was recognized. It was recognized that the core team or cadre could continue to expand their own roles as they began to train others.

When the training group was asked to reflect on what they considered to be the most significant aspects of their invovement in the training model, they identified several areas and offered their recommendations.

1. Cadre members strongly recommended, given the workload, that future cadre members be paid. However, recognizing the impracticalities and the cost involved, they concluded that people would be willing to work the initial year on a volunteer basis.

2. The concept of "pairing" for work proved to be valuable. It provided exchanges of information, opportunities for clarification and most importantly, support. Support helped to combat the feeling of "aloneness."

3. All identified the cadre training model as a fantastic opportunity to increase skills and learn new information. However, even though they were stimulated to learn more, lack of time was consistently a hindering factor.

4. All realized the need to "work through" problem situations (e.g. when LEA teams refused to work together). Cadre members recognized the importance of trying different approaches to problem-solving, even though it meant extending themselves to the point of uncomfortableness.

Discussion

Determining which learnings were of major importance was quite difficult since there was no pre-ordinate set of themes to serve as a guide. The significant themes were allowed to emerge. The method proved to be quite effective, in that common themes became apparent during careful review of the observational log. It quickly became apparent that the emergent themes could be divided into two categories: *forces* which influenced the training process and *experiences* which would be likely to reoccur during the development of another cadre of trainers.

Those forces identified as influential were motivation, support, time, and relevance.

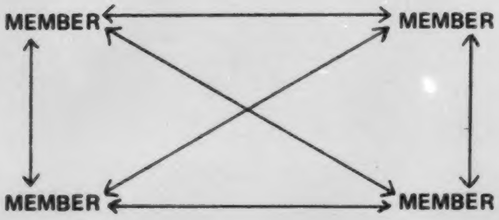
Motivation. What was it that prompted individuals to give of their time and work so hard at a task that was not directly tied to their current jobs and provided no financial renumeration?

Motivation could be classified as either intrinsic or extrinsic. Intrinsic motivation included a desire to be associated with a project that was perceived to have merit, worth, or value, and that provided an opportunity for personal and professional growth. Consistently, even during the height of the occasional frustration created by work overload, the cadre maintained that learning and applying those learnings was very satisfying. As important and sustaining as the intrinsic motivators were throughout the year, it became obvious that the cadre needed some type of *extrinsic* motivation if they were to continue working beyond the first year. Although all of the cadre said they would like to continue working as trainers, they wanted to be paid for their services.

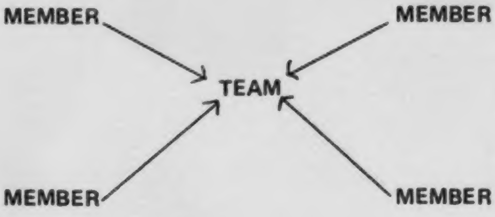
Consultants' Reflections. It became very difficult over a long period of time, no matter how rewarding, to justify to others and to oneself a reason to continue devoting long hours, away from job, home, and families.

Support. Working as a team proved to be very supportive. Cadre members were able to exchange information, clarify ideas, listen to each others' frustrations and provide moral support. Although not originally planned, members also worked in pairs thus providing more intensive support for each other. The "pairing" evolved during the course of the training as a result of travel together. Still, cadre members were often placed in unfamiliar situations, which they referred to as "lonely." The diagram below shows the support relationships between and among cadre members.

PAIR SUPPORT



CADRE SUPPORT



Time was an important factor given the limited opportunity the cadre and consultants had available for planning and training. Cadre members had full-time jobs and very busy schedules aside from their volunteer work as trainers. A common phrase uttered by the cadre and consultants was "if we only had more time."

Relevance. Although each of the cadre members entered the training with varying degrees of information and skills, they all had a common experience base as former LEA planning team members. They were asked to apply that experience immediately in training others. As new information and skills were acquired throughout the training period, building on past experiences, individuals continued to apply their learnings.

In addition, they found that the experience was also applicable "back home." The information and skills helped them in their existing jobs. The cadre served as a microcosm on the larger organization (e.g. building, district, etc.). For example, evaluation is generally viewed as the responsibility of one or two individuals in an organization. In the collaboration model, planners developed a broader definition of evaluation. Evaluation became a shared responsibility with all the members taking a role. The planning team, also assisted in identifying and teaching "back home" personnel to share in the evaluation process.

The cadre model also provided an occasion for relevant problem-solving and planning because it: (a) addressed pertinent needs (e.g. both individual and organizational), (b) derived solutions to needs, (c) generated products (e.g. local and statewide staff development programs), (d) used local resources—people from local districts (no expenses other than travel, lodging and meals), (e) provided opportunities for individuals to enhance abilities, skills and creativity, and (f) set in place an on-going structure for the continued training of trainers.

The influential experience most likely to reoccur if this process was to be used with another cadre of trainers included frustrating situations and changes in personal and professional life.

Frustrating Situations. Frustration was certainly evident and should be expected in any future endeavor. Obviously, all of the reasons for personal frustration could not be accounted for but several were quite apparent. Job overload was a major contributor as individuals attempted to satisfy the expectations of two jobs and do each well.

Another source of frustration was the state department of education. The members initially viewed the state department as disorganized, providing no leadership, and unwilling to commit support to the overall staff development. They wanted to be a part of the training cadre, but were distrustful of the state department, even though the department was providing the monetary support of the project. Their feelings, at least in part, were based upon past experience with the department, particularly during the period they had served as local planning team members. Although their perceptions of the department may have been fairly accurate, it must be noted that those perceptions were based on limited contact, especially with three of the four members. In all fairness to the department, it was undergoing some integral personnel problems during the first couple of yeears of the project. Consequently, the local planning team members received a limited picture of the entire department. The frustration, although always present throughout the training, never reached unmanageable proportions. The members provided mutual support for each other, allowing each other to safely vent their frustrations. Opportunities to talk through the problems always seemed to allow for an adequate release.

Given the limited time, intensity of the work, amount of information to be learned and applied, and the commitment of the participants, combined with the changes occurring in their own lives, frustration seemed unavoidable. Frustration and growth often occur simultaneously.

Changes in Personal and Professional Lives. Becoming part of the cadre certainly had an impact on the lives of each member. The cadre involvement far exceeded that of the usual volunteer.

The role could perhaps have been more appropriately described as a second job, given the degree of commitment and work from the members. Although none of the members were really certain what the new role would demand of them, it was apparent that each was ready for a change either a personal change, a professional change or both. Each seemed ready for something more professionally challenging. The members had held their current jobs for a few years and had become proficient at their work. In addition, each of the cadre members made reference to or openly discussed their relationships with family or intimate friends as the year progressed. These personal relationships were often strained as the cadre members increased their time away from home, becoming more involved in their careers. Interestingly, all of the cadre members have either made significant job changes, sought new jobs, or were receptive to such changes in the future. And not surprisingly, many of the new positions were in staff development.

Future Implications

To date, the cadre training has been effective. A cadre of trainers has been developed. Given the frustrations and limitations, all of the cadre members concluded that the experience was personally worthwhile. The components of the training process which proved most beneficial to the participants were the experiential learning and the opportunity for professional growth. However, two important areas remained untested: spread effect (diffusion/dissemination) and strengthening institutional relationships. Only the next few years will determine whether or not the "expansive cadre" concept is effective in continuing to spread the planning process. With support from the CDE, and if the training structure, and philosophical guidelines remain intact, the expansive cadre concept should be effective.

Five recent studies in educational dissemination and change, reported by the Far West Laboratory for Educational Research and Development (Emrick & Peterson, 1980) indicate 13 ingredients necessary for a dissemination strategy to be maximally effective. The cadre training process has incorporated all 13, and was especially attentive to those most pertinent to its goals. The 13 are:

1. Identify and gain access to clients by means of the personal referral networks and informal communication channels existing within the client social system.

2. Use in-person (preferably face-to-face) communications, with accompanying "hard copy" materials.

3. Attend to and differentiate the organizational/bureaucratic nature of the client (school) systems.

4. Target the primary level of entry at the organizational level most proximate to the intended locus of impact.

5. Provide for and secure prior informed concurrence of all administrative levels above the level of primary interface.

6. Make use of change agents, interventionlists, linkers, facilitators, intermediaries, assistance groups, advocates (or whatever the title!) who are most homophililous with the target subculture.

7. Ensure that all transactions between the intermediary and the client are coherent and coordinated with the general goals of the dissemination program.

8. Provide opportunities for choice in the content and style of target group involvement.

9. Focus on a limited number of clients, at least 25 percent fewer than can be comfortably accommodated at any one time.

10. Place early emphasis on the philosophy and ideology of the information, products, or services being disseminated.

11. Make early use of concrete experiences, assignments, materials, and utilization—relevant activities.

12. Provide repeated in-person transactions with the client staff.

13. Anticipate that utilization involving some form of implementation process will be gradual and cumulative.

The cadre training process has incorporated all 13 ingredients. If adherence to these, coupled with support from the state are indicators if success, then the cadre training model should be an effective contributor to the expansion of staff development in Colorado.

The extent to which relationships between LEAs, CDE, and colleges and universities were strengthened as a result of the expansive cadre, cannot be determined at this point. However, some ground work has been laid. This past year four faculty representatives from the states' universities and colleges were invited to participate as members of local planning teams. The intent was to provide them with an opportunity to gain an understanding of the planning process and then to join the core cadre members to form an expansive cadre of trainers for the next year. The ultimate goal, of course, was to bring together all levels of education in a collaborative effort. Predictions of the success of this relationship building would be premature at this time. The opportunity for a cooperative venture has begun.

Agency Identification and Selection

9. *How are local agencies identified and selected?*	*Target agencies can be identified in several ways depending on the context and nature of the agency. The selection process ranges from self-selection to mandatory participation. Voluntary participation is strongly encouraged.*

AGENCY IDENTIFICATION GUIDELINES

Prepared by

NIN/Colorado and Maine Staff

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Agency Indentification Guidelines

In order to assist local administrative units in determining whether or not to participate, the following information is furnished in these guidelines: (1) Process of Selection for Participation in the NIN Project, (2) Selection Criteria, (3) Expectations for Participation, (4) Instructions for Preparing Applications, and (5) Onsite Interview Forms.

Process for Participant Selection

Participant selection for the National Inservice Network Project has been previously based on a process of self-selection. This process was evident at each of the decision points attendant to the the final identification of local administrative units which are participating in the project.

The ultimate goal of the NIN project is to develop pilot inservice programs in a variety of education settings and, at the same time, determine which settings or configurations are most conducive for providing staff development. Consequently, while we actively encourage all educational units to become a part of the NIN project, we recognize the need to carefully scrutinize incoming units to assure both a statewide geographic configuration and a broad-base variety of local administrative units. In conjunction with this need, selection of project participants should be based on: (a) the degree of local unit readiness demonstrated through the quality of the selection application, and (b) the degree to which local administrative units are geographically distributed throughout the state. Specifically, selection may be illustrated through the following steps:

1. Local administrative units elect to respond to an official NIN notification regarding the Project and are in attendance at the initial orientation meeting.

2. Local administrative units use selection criteria and questionnaire to determine district readiness.

3. Local administrative units must submit Letter of Intent Form and application for project site consideration.

4. SEA/NIN representatives will examine the groups and made selections, totaling six local units. These units will represent a balance across population size and groups, geographic configurations and diversity of local programs, and will assure representation of Intermediate Units within the selected Units.

5. Selected local units will be notified.

6. Those six local administrative units selected for participation will be visited, on-site by SEA/NIN representatives. At this time final selection will be solidified requiring units to evaluate their decision to participate in the NIN project.

Selection Criteria
[To be used in the self assessment process]

1. Readiness to pursue the National Inservice Network staff development effort
   Indicators:
   - District staff development priority in accountability report
   - Evidence of prior district and/or building level planning
   - Broad-based school community involvement in determining participation in the NIN effort
2. Willingness to invest local district resources
   Indicators:
   - Provision for released time for planning for NIN participation

   - Financial support of the effort
   - Evidence of comprehensive planning which suggests the district intends to follow through with its involvement
3. Acceptance of a comprehensive staff development approach
   Indicators:
   - Indication of prior staff development planning in the district
   - Willingness to designate one person to be in charge of the NIN project
4. Evidence of continued support of programs funded by previous grants
   Indicators:
   - Continued financial support after outside funding has ended for previous grants
5. Evidence of overall planning effort
   Indicators:
   - Indication of engagement in systematic needs assessment in the district
   - Indication of building level planning
   - Indication of priority setting and planning at the district level
6. Evidence of staff willingness to participate in the NIN project
   Indicators:
   - Staff involvement in decisions to participate
   - Previous commitment to staff development
7. Willingness and ability to collect data
   Indicators:
   - Previous data collection experience/practice
   - Formative and summative evaluation plan already in place
8. Willingness to share resulting learnings with other local districts
   Indicators:
   - Previous experience with dissemination
9. Evidence within district of support for comprehensive inservice planning, developing and implementing
   Indicators:
   - Effective communication among districts within intermediate units
   - Agreement on goals and objectives
   - Agreement on equitable dissemination of inservice benefits
   - Attainment of commitment from individual districts for intermediate unit effort.

Note: Willingness to make a commitment to the above items should also be considered as a possible indicator.

Expectations for Participation

Local Districts Need to Provide:

- A planning team of 5–7 people who are released for at least 8 days of planning/instructional time.
- Substitutes for teachers during release
- Travel expenses to and from regional off-site planning/instructional sessions.
- One or 2 representatives for 4 single days to attend planning sessions.
- On-site time for the planning team to plan, collect, & analyze data from planning process.
- Optional visitations to other programs and projects.
- Structured time when all district personnel may participate in the components of the planning process.
- Time for proposal development & writing.
- Time and effort to assist in state dissemination of district's project and learnings.

SEA Will Provide:

- Financial support of planning/instructional sessions.
- Assistance in planning, implementing, evaluating, and disseminating local staff development systems.
- Up-to-date information about staff development through a resource clearing house and dissemination network.
- Description of training projects funded by the Office of Special Education for regular education staff development.
- Coordination and support of site visits and staff exchanges between project staff from other parts of the country and within the state.
- Up to 90% of the cost of implementation of the local staff development system for 2 years.

Application for Consideration As An Inservice Project Site

To participate in the Selection Process, the Letter of Intent Form and the project application form must be submitted. Both the Letter of Intent Form and Application for Consideration As An Inservice Project Site are included in this section.

The application provides background information about the make-up of your local administrative unit, planning and decisionmaking procedures established within the district and innovative projects undertaken and maintained during the last five years. This information will be reviewed by the SEA/NIN representatives. Please be as concise and clear as possible when completing this written application, for it will also provide guidance to the On-Site Interview Team, which will make a visit to your district if it is one of the six selected.

National Inservice Network Letter of Intent Form For Local Administration Unit Participation

Name of Local Administrative Unit ______________________

Address and Phone ______________________

____

Name(s) and Position(s) of Unit Representative(s) attending NIN Orientation Meeting ______________________

____

____

____

My Local Administrative Unit is:

______Interested in being considered as one of the NIN project sites;

______Not interested in becoming a NIN project site at this time, but would like to be placed on the NIN mailing list.

Name(s) and Position(s) of Proposed Local Planning Task Force Committee ______________________

____

____

____

____

Intermediate School District: Names of local superintendents. Please attach letters of verification from local district involvement ______________________

____

____

____

____

____

Application for Consideration As An Inservice Project Site

I. Name of Local Administrative Unit ______________________________
Address ______________________________
____
Phone ______________________________

II. Administrative officials:
Superintendent ______________________________
Assistant(s) ______________________________
____
____
Director of Special Education ______________________________
Staff Development Coordinator ______________________________

III. Demographic Information:
Total number of pupils in local unit ____________
Total number of regular education teachers in local unit ____________
Total number of special education teacher in local unit ____________
Total number of elementary schools ____________
Total number of junior high/middle schools ____________
Total number of secondary schools ____________
Field Region location of local unit [e.g. I,II,III,IV,V] ____________
Rural, urban or suburban setting of local unit ____________ %
Racial/ethnic breakdown of the student population ____________ %

IV. Narrative Questionnaire:

1. Is there a systematic, established procedure within the local administrative unit through which proposals and suggestions for innovative projects may be submitted? If so, describe. Where does the final decisionmaking authority lie for the acceptance or rejection of innovative programs?

2. Describe the formal procedures by which educational decision (program, inservice, curriculum, operation) are made in the local unit.

. Explain how these procedures are make known to the staff.

. Are these procedures available in writing?

3. Currently, what are the major priorities of the local administrative unit?

4. How many outside funded innovative programs (e.g., Title III or IV innovative programs, etc.) has the local unit sought within the last five years?

   . How many projects have actually been funded within the past five years?

   . How many projects within the last five years have continued to receive financial support after the termination of outside funding? Please list the names and types of programs.

5. Needs Assessment Program

   . Does the local unit presently engage in a systematic needs assessment process for for staff development and inservice?

   . If yes, describe the process, indicating frequency of assessment, resources (staff, money, time, etc.) to support needs assessment and specific instruments used. Attach samples of needs assessment instruments used in the local unit.

6. Has the local unit identified staff development as a priority area in its annual accountability report?

7. Describe examples of effective procedures used in collecting evaluation data.

8. Please cite examples of products or learnings emanating from your district which you have or could share with other educators.

9. Describe the process used for obtaining commitments from local district superintendents to participate in an initiated project.

10. Additional comments or questions:

SIGNATURES:
Superintendent of Schools ______________________________
Special Education Director of
Administrative Unit ______________________________
Staff Development Coordinator
(if appropriate) ______________________________

On-Site Interview Process

The last step in the selection process is the On-Site Interview. The on-site interview has five major purposes.

1. To provide an opportunity for the SEA/NIN representatives to become better acquainted with the local administrative unit and its staff.
2. To provide an opportunity for the local unit to take a closer look at itself.
3. To reaffirm the local unit's overall degree of readiness to participate as a NIN project site.
4. To clarify the NIN expectations of the local units participating in the project.
5. To begin planning for the development of a comprehensive inservice program.

Who should be involved in the interview process?

The Superintendent, Executive Director, Intermediate School Director, Director of Special Education, Director of Staff Development (e.g., Coordinator of Inservice), plus the proposed local planning task committee whose role will be to develop the regular education inservice program. The early selection and continuity of the local team membership is crucial for successful first year planning.

Who should serve the local planning task force?

NIN encourages the local administrative units to involve a cross section of regular and special educators (at least five) from their respective units (e.g., Assistant Superintendent for Curriculum, Director of Special Education, Building-level Principal—elementary and/or secondary, Special Education teacher, Regular Education teacher). Although the titles and numbers may vary when task members are selected, the important thing to remember is that collaborative planning between regular and special education is fundamental to the NIN project.

Participant Identification and Selection

10. How are participants identified and selected to be part of the local planning team?

Identification and selection of team members left to the agencies involved. Agencies use different procedures including appointment by administrators, self selection, and peer nomination.

No matter who procedure is used, agencies are encouraged to involve a cross section of staff from a variety of roles and constituencies, e.g., general and special educators and administrators and teachers. Teams generally include four to eight members.

ILLUSTRATION
A suburban/rural special education cooperative in Indiana brought together a team of four including a special education director, an elementary principal, a first grade teacher and a high school special educator (also the teacher union's president). This team organized and in turn trained six more teams, each of which represented one of the six participating districts.

SELECTION OF C.S.P.D.
TEAM MEMBERS

Prepared by

Indiana CSPD Staff

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Selection of C.S.P.D. Team Members

The selection of your team members will be important to the success of your cooperative or district's planning efforts. The following criteria may be helpful in your selection process.

Who Should Participate? Teams should include a representative of each of these groups: (a) regular education administrators [superintendent, assistant superintendent or principal], (b) special education administrator, (c) regular education instructional staff member, and (d) special education instructional staff member.

How Many Team Members Should There Be? It is important that each team include a minimum of four members, one from each of the above groups. The training expenses for the above members will be supported by the CSPD Project. You may wish to add an additional one-two members to your team. You are free to do this if you can support their training expenses [the training expenses include: travel, meals, lodging] and guarantee their ongoing participation for the year.

What Characteristics Make Successful Team Members? (a) competence in their current role, (b) creativity, (c) interpersonal openness, (d) credibility in the community, (e) respect of their peer group, (f) initiative, (g) commitment to long-range planning, (h) energy, and (i) demonstrated communication skills.

How Are Team Members Selected? Selection is usually made by peer or administrative nomination, with formal appointment by the superintendent(s). It is critical that each team member want to participate in the planning, and that they be given sufficient information about the project to make an informed decision.

What Is The Role of The Team Contact Person? Each planning team should have a contact person. This person's role is to act as a point of contact for the Project and to coordinate the team's activities on an ongoing basis. Suggested fucntions include: (a) distributing written and oral information to team members, SEA and CSPD Project staff; (b) arranging local team meetings; and (c) acting as a point of contact for SEA, the CSPD Project and local administrative units.

Selection of Planning Team Members

The selection of your planning team members will be extremely important to the success of your district's planning *and* also to the success of your implementation of the plan. Following are some suggestions for criteria for selection based on our major learnings from previous years.

Who Will Decide and How? (a) self-selection, (b) peer-selection, (c) administrative-appointment, and (d) team approach. It is critical that people participate who: want to, have respect and credibility with colleagues and administrators, and have sufficient prior knowledge of the project and the necessary commitment to it.

Best Practices Include — representation from special education and regular education, administration and teaching staff, elementary and secondary, men and women, a team of five-six people, representation from those involved in already existing inservice planning, (anticipation of) commitment for long-term participation, people competent in their current role, those open to new ideas and people, and those who demonstrate effective communication skills.

Worst Practices — involvement of: conflicts of personal power or position power, already intact committee with fixed ideas and goals, composition of a "leaderless group," composition of all "leaders," those without credibility back home, all process people, and all high task people.

Consider a Group — which might have the following: a leader, a public speaker, a writer and an observer/evaluator/documenter.

To Insure District Support — must allow for representation *or* process of involving people in power and consumers of inservice.

ISSUES ORIENTATION:

PERSONNEL PLANNING A LOCAL AGENCY PERSPECTIVE

Facilitator's Guide

Prepared by

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This document is merely a summary from the *Facilitator's Guide to Issues Orientation*. For a complete set of materials write to the National Inservice Network.

Issues Orientation: Personnel Planning A Local Agency Perspective

General Description

Who Is This Activity For? This simulation is appropriate for anyone involved in local district planning for staff development and inservice training of school personnel. This includes central office personnel, administrators, teachers, and others.

What's Its General Purpose? The activity raises several issues in the planning of staff development activities at the local district level. These include: the basis upon which relevant persons are involved in decisionmaking, the determination of persons to be involved in local staff development planning, and the role of a staff development planning team. The simulation can be used as an awareness activity to raise these issues for further elaboration and discussion. In addition, simulation provides a common experience for participants that encourages interaction and discussion of the issues. In this way, the activity can lay a basis for further discussion and planning around the above issues.

How Can It Be Used? The activity can be used in a variety of ways: as an activity by itself, or as a part of a full day workshop to involve participants in active roles. In addition, modifications may be made (as indicated in the directions) to adapt the activity to specific objectives and timeframes.

How Long Does It Take? The entire simulation takes about 2½ hours. However, as indicated above, the individual sessions may be lengthened or shortened depending on specific objectives. A breakdown of minimum times of sessions as written is included below as a guide.

Introduction & General Directions	Minutes
Session I	10 – 30 (depending on number of decision situations used)
Session I Debriefing	15
Session II	20
Session II Debriefing	15
Session III	30 – 45 (depending on number of groups)
Session III Debriefing	20 – 30.

Getting Set Up

You. Before using this activity with a group, you should have experienced the activity yourself. Get four or five co-workers, friends, or relatives to join you for a brief walk through prior to presentation. One group leader is necessary to give instructions and to debrief the activity. It is helpful in large groups to have additional facilitators to answer questions and/or assist small groups during the activity.

Facilities. Each group should be at a separate table, preferably a round one, which will seat five or six people comfortably for a discussion. If several groups will be simultaneously doing the activity, the room should be large enough and acoustically appropriate for separate group discussions to be carried on at separate tables.

Materials. For each group of five-six persons, you will need the following: (a) five-six Participant Materials packets, (b) one set of Decision Situations and Decision Involvement Record Sheets, (c) one set of 14 different role cards, and (e) Sheet of Directions for the chairperson of Session III.

Directions for Sessions

Introduction

1. Have the participants sit at tables of five - six.

2. Begin with an overview of the entire simulation highlighting that the sessions focus on the following issues: Who should be involved in decisionmaking generally? Who should be on a local staff development planning team? What is the role and function of a local staff development planning team?

3. Indicate that the first two sessions are group activities requiring decisions to be made. The third session involves participants in various roles representing local district personnel. Stress that participants should feel free to amplify on the roles and have fun with them.

Session I

1. Pass out participant booklets.

2. Ask participants to turn to Session I and read "The Three-Way Test for Involvement in Decision-Making." Allow three-five minutes to read the material and answer any questions.

3. If desired, appoint a group leader in each group.

4. Give a set of Decision Situations and "Decision Involvement Record Sheets" to each group.

5. Ask the groups to discuss each of the three situations and to indicate what person or group should be involved in the decision for each situation. The group leader leads this discussion and records the team's decisions on the "Decision Involvement Record Sheet."

6. Indicate in applying the three-way test that any one role may be listed only once on each record sheet. You may also want to limit the number of people to be listed as involved in any one decision situation.

7. Use the Debriefing Questions to lead a discussion of the process of involving appropriate constituencies in decisionmaking. The facilitator need not be limited to the questions on the debriefing sheet, but should allow for discussion of additional areas initiated by the group. The debriefing may be done in small groups or as a total group.

> Variations: Depending on time available and purpose of the simulation, all three decision situations need not be used. Also, another decision situation more appropriate for the participants in the simulation may be written up and duplicated ahead of time.

Session II

1. Set up the second session in the following way: *"In the first round of this simulation, you were given a model for determining who should be involved in decisionmaking situations. As we move into the second session, you will be asked to use what you have learned about the three-way test of relevance, expertise, and jurisdiction as it relates to making decisions concerning personnel development issues at the local district level. You are now in a mythical state where inservice is coordinated out of regional offices.*

You and your group have been asked to select a Local Staff Development Committee for the Carlton School District. Carlton is an average district in the state. The work of this Committee will be extremely important in helping the district to meet its mandates for personnel development plans. The Regional Inservice Coordinator has written you a memo.

Turn to Session II and read this memo now . . . . You will notice that the Regional Inservice Coordinator has included a list of persons with this memo. Each of these people on the list represents a different viewpoint. Your task is to select a good working committee that will best represent a cross section of interests in the district. You will have 15 minutes to complete this task. Remember, you can only have a committee with a maximum size of six (or five) and must finish making your decision in 15 minutes. I will give you a warning when you have only five minutes left. At the end of this activity we will have some time to analyze your decisions. You may use the sheet in your booklet to record the names of the members of your team."

2. Assign a new facilitator or ask the same person to serve from the previous session.

3. After ten minutes, tell participants that they have only five minutes left.

4. Ask the groups to turn to the Session II Analysis. Tell the groups that they will have about ten minutes to discuss these questions. Ask them to hand you a list with the names of the persons they have chosen for the staff development committee so you can get organized during their analysis.

5. While the analysis is going on, collect the names from each group and sort out the roles they will need for Session III and have them ready to hand to each group.

6. You may have a total group debriefing if desired.

Variation: Roles may be added or subtracted from the list to make it more appropriate for the particular group. Remember that each role description requires a corresponding role card.

A scenario describing characteristics of Carlton School District may be added to make the context more relevant to particular groups.

Session III

1. Set up Session III in the following way: *"In Session II your group made some recommendations to the Regional Inservice Coordinator about who should be on the Staff Development Committee for Carlton School District. Now you will be roleplaying the first meeting of that committee . . .*

You will receive a rolecard now giving you some additional information about the attitudes of the people you have chosen for the committee. Take one of these roles and prop it up in front of you so that others in the group can see your name. In the meeting you should act as if you really are this person and reflect his/her attitudes about certain issues in local district personnel development planning. Feel free to embroider on the role description you have and have fun playing out this person's position. Feel free to negotiate and compromise your position as you work together as a group."

2. Pass out appropriate role cards to each group enclosing the directions to the chairperson in one role card. You may want to make sure that each participant plays a role unlike his/her real life role (i.e. director of special education plays the paraprofessional, teacher plays the school board member, etc.). In designating the chairperson of the committee, you may want to use one or both of the following criteria: (1) of the roles selected by the group, what role would most logically be chairperson? (2) of the participants in the group, who has the leadership skills to guide the group adequately through the task? You may, therefore, want to use your discretion in assigning roles and the chairperson function.

3. After all the groups have read their role cards (allow three minutes) give further directions: *"Your task as a local staff development planning committee is to determine your role and function*

and determine the issues you will face most immediately as a committee. One person has received specific directions as the appointed chairperson. You will have 20 minutes to complete the worksheet in your booklet. I will give you a five minute warning again to let you know when time is running out. At the end of 20 minutes, each group will make a five minute presentation outlining the results of your deliberations. Remember to stay in your roles during this discussion. Reread your role now, then the chairpersons can begin the meetings."

4. Give five minute warning.

5. As a representative from each group to make a five minute report on the results of Session III and their committees' decisions.

Variation: Rather than assigning a chairperson, the first task of the group may be to select a chairperson. Allow at least ten minutes extra for this activity.

Debriefing

Debriefing is probably the most important part of a simulation. Make sure you have ample time for this discussion. Debriefing can be thought of as having at least three purposes: Catharsis, Instruction, and Application. In practice, these often blur into each other.

Catharsis is intended to get any pent-up emotions out in the open and occasionally, out of the way so that the discussion can move on. You might begin by asking "Would anyone like to share any feelings you had during the simulation?" To successfully facilitate this kind of debriefing, you need to follow two rules: (1) be respectful and (2) be quiet. If your attitude is one of respect for the participants and their views, they will tend to take your question seriously and to share some of their feelings and thoughts. And, since this kind of question is unusual for many people and requires thought, you must be able to wait, to tolerate silence—both theirs and yours. Then, if—after a minute or so—no one says anything, you must be able to pass on to other questions without feeling like a failure or trying to make the participants feel like failures. After all, maybe no one had anything to share.

Instruction and Application. After catharsis, the debriefing objectives are to clarify the issues which were designated into the activity and to relate them to the participant's real work situations.

As for getting clarity on the issues [the instructional aspect], this can be done in one or both of two ways: (1) elicit comments from the participants related to the issue, and (2) make direct statements to the participants related to the issue.

The following is a general procedure for the instructional application phase of debriefing:

1. Ask a question relating the issue to the simulation itself.

2. Record answers in abbreviated form on a blackboard or overhead for all to see.

3. Ask a question relating the issue to the participants' own real world situations.

4. Add or modify items on the blackboard or limit responses to shared, oral ones.

5. Ask participants to identify major themes they see emerging from the debriefing discussion.

6. Move from a discussion of the issues into lecture or other instructional format.

Use the debriefing questions at the end of the booklet as a starting point for debriefing. Other issues may serve as the focus if the purpose of the simulation is somewhat different.

Instructional Topics and Strategies

11. What instructional topics and strategies are used?

The planning process includes these major topics:

- *team development/group process*
- *problem identification and needs assessment*
- *program development*
- *program/process evaluation*

For each topic the following strategies are used:

- *presentation of conceptual framework (theory)*
- *experiential learning with trainer feedback*
- *back-home application by team*
- *evaluation*

ILLUSTRATION

A workshop focusing on team development including presentations on collaborative planning, a team slection simulation and development of an at home action plan for actual team selection. Participants were called two weeks later to follow-up their activities.

Team Development

Perspective on Team Development

Team development is a crucial topic in the training/planning process which local district teams go through. As with other topics the sequence and timing of team development activities needs to remain flexible and responsive to the demands of the situation and the progress and problems of the various teams. While team development can be dealt with as a specific workshop segment involving group dynamics information, simulations and activities, it can also be approached in a less formal and separate manner by focusing the teams attention on team development issues while they are working through their various planning activities.

It has been our experience that many groups are relatively unaware of group interaction issues and problems which can impede their progress and that these issues need to be surfaced throughout the planning process. Information, activities, and feedback to teams regarding group leadership, observing and analyzing group dynamics, communication, problem solving styles, conflict resolution, and decisionmaking are particularly important for teams engaged in a collaborative planning process.

A wide range of materials and resources for team development already exists in other sources and were adopted for use in the planning process. The reader should refer to the reference section of this guide for a listing of team development source materials.

Problem Identification and Needs Assessment

DESIGNING AND CONDUCTING NEEDS ASSESSMENTS IN EDUCATION

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DESIGNING AND CONDUCTING NEEDS ASSESSMENTS IN EDUCATION

Introduction

Once upon a time there were three pigs who were faced with the problem of coping with the big bad wolf.

The first pig was quite oblivious to the realities of the situation and the consequences of his behavior. "What is a big bad wolf?" he mumbled as he nonchalantly gathered straw with which to build his house.

The second pig was an old-timer in this wolf-fending business and, after contemplating the wolf phenomenon by himself for a short period of time, decided that what was "needed" was a house constructed to withstand winds that exceeded the velocity of the huffing and puffing by the big bad wolf. The second pig contracted with the National Science Foundation for the construction of a windtunnel. Then, with the services of a local architect and building construction firm, he tested a variety of different house styles and designs to determine which plan would withstand the wolf's most forceful huffs and puffs. Although the investment was substantial (12 million corn cobs), the second pig was quite pleased with himself, particularly when he demanded that the house be built to withstand *five times* the maximum huffing and puffing by a single wolf ever recorded by modern pig. Now he was protected even if several wolves were to come to his door at the same time!

The third pig was dismayed by the behavior of the first pig but was captivated by the expensive yet seemingly worthwhile steps the second pig was taking to construct a wolf-proof house. Nonetheless, she was somewhat uncomfortable with the second pig's approach, particularly when she had learned that the advice of friendly wolves had not been sought in the planning stages of the second pig's project. To satisfy her desire for a third opinion, she brought together representatives from a variety of constituencies who had dealt with wolves, including a couple of friendly huffers and puffers. After considerable interviewing of pigs, pig house builders, and expert wolf-fenders, surveying, analyzing available relevant data, and brainstorming with respected colleagues concerning possible side effects associated with various alternatives, she decided to build a modest brick pig house with some unusual but necessary landscaping. The whole process, from conceptualizing the problem, systematically determining her "needs," and building the house cost about 65,000 corn cobs—substantially more than you average brick pig house but far less than the second pig's windtunnel-tested domicile.

One day, the mean old wolf passed by the three houses. From the wolf's perspective, the straw house amused him (his grandfather had told him stories about how easy those were to blow down), and the others looked pretty much the same (after all, a brick house is just a brick house). The wolf thought that a pig dinner was just what he "needed" (actually what he wanted). The story of the first little pig is well known.

As the big bad wolf walked up to the second pig's house, he uttered a warning to the old-timer that was confidently rejected. With this rebuff, the wolf, instead of huffing and puffing, pulled out a sledge hammer, knocked the door down, and ate the spendy but short-sighted old-timer for dessert.

Still not satiated, the wolf ambled up the third pig's walk to repeat his act. Suddenly, a trap door in front of the house opened and the wolf dropped neatly into a deep, dark pit and was never heard from again.

MORALS:

1. It's hard to teach old pigs new tricks.
2. The services of NSF have always been over priced.
3. Before you invest lots of energy and money meeting a need, you'd better be sure the need, as you have defined it, actually exists.

Toward Designing A Better Wolf Trap

In this monograph, a number of principles and practices required for effective needs assessments in education are presented. Needs assessment is not necessarily a simple procedure conducted independently of the target group or school district. That is, a variety of persons representing different perspectives and values should be involved in assessing needs. Needs assessment is presented here as a scanning process used to identify: (1) if and where interventions are required in the educational setting, and (2) how to build support for the successful implementation of those interventions. In this way, needs assessment becomes an integral part of the planning process and, by definition, an initial step in the program planning, implementation, and evaluation cycle (Kuh, 1980; Scriven, 1978).

Needs assessment can be a costly endeavor; however, the direct and indirect costs of not doing a thorough needs assessment can be staggering. In fact, one of the most irresponsible outcomes associated with current educational practice is that educators are often unaware whether money is being wasted in the name of programs designed for school improvement. Sometimes these programs, no matter how well intentioned, actually result in negative impacts.

The purposes of this document are twofold: (1) to make public school personnel aware of the importance of needs assessment as a problem identification and planning tool; (2) to familiarize educators with existing "best practices" in needs assessment. The first step toward these ends is to better understand the concept of "need" and appreciate the different kinds of "need" that can be targets of needs assessment.

Needs assessment is only one small part of a more comprehensive program planning process. As planning proceeds and continues, problems and needs related to those problems are refined and redefined. Meeting one set of identified needs usually creates new needs and concerns. Needs assessment on an ongoing basis allows planners to continue "taking the pulse" of the district and modify their plans accordingly. This cyclic planning, implementation, and evaluation process assists educators to plan within the political context of the local school district and its changing needs.

Toward an Understanding of Need

One of the more elusive concepts in the art of needs assessment is that of "need" itself. Need has often been determined through a *democratic* process whereby need is defined as a change desired by a majority of some reference group. There are problems inherent in this process, however.

For example, assessments based on this definition do not adequately distinguish between "need" and "want." Thus, when parents or students are asked to describe the current state of affairs as well as what they would prefer, the results are likely to reflect what the respondents *want* rather than what they need to function satisfactorily. That is, persons' perceptions of what they think they "need" (really want) are received rather than an accurate expression of need. Of course, some wants or preferences may, in fact, reflect need. And if ignored over a period of time, certain wants or preferences may, indeed, evolve into needs (Lenning, in press). However, wants do not necessarily represent needs.

In a second popular approach to needs assessment, need is defined as the discrepancy or difference between an individual's or group's present state of functioning or performance and the ideal or acceptable level of functioning (Kaufman, 1972). In other words, needs are thought to be shortfalls in educational outcomes or results. This method of assessing needs is attractive due to its conceptual simplicity (i.e. need = desired present level of performance). Also this method is quite congruent with the goal/objective/outcome orientation that has characterized public school education during much of the past decade. While the relative clarity of this approach is attractive, the discrepancy definition has the potential to distort the validity and, therefore, the usefulness of the results. The term "need" when equated with a gap or discrepancy often connotes negativism or the fact that something is missing. In reality, needs may exist without a gap being apparent.

For example, most students must devote a certain amount of time to studying to remain in good standing academically. That is, some student effort (studying) must be expended to achieve an acceptable level of performance. In this example, studying can be thought of as a *maintenance* need and that a certain amount of study time is required for a student to remain in school. If a student attempted to get A grades instead of merely passing grades (C average), the student would probably have a "need" to spend more time studying. This is an *incremental* need in that the student must study more hours than the number required to merely maintain a minimum level of acceptable academic performance.

Another variable to be considered in this example is that of *resources*. Resources required by a student to earn higher grades may include enough time available for studying and a quiet place to study. While these two particular resources seem rather obvious, they are less so to some middle school students bewildered by the challenges related to managing emotions. Needs assessments based on a discrepancy definition usually emphasize incremental needs but typically are not sensitive to the existence of maintenance and resource needs.

The existence of other kinds of needs further question the utility of the discrepancy definition. Consider the differences between short and long-term needs, and specific and generic needs. A student and a counselor who work together in planning the student's fall semester schedule may focus on the short-term needs—an acceptable schedule consistent with requirements for graduation. However, a long-term need for selecting courses to meet college entrance requirements also may be present and, perhaps, more important. The superintendent may perceive a specific need to have a particular consultant present an inservice session on needs assessment. While the "need" for such a session may be real, it could be questioned whether the need is generic (scheduling an inservice session) as compared with a specific need (a particular person to conduct a session on needs assessment). The point is that for teachers and administrators to help students and themselves in meeting certain needs, an integral step in the process is to identify the kind of need to be addressed.

Another persistent problem associated with the discrepancy definition concerns the degree to which desired states or levels of performance can be accurately described. In many instances, the desired or ideal state (e.g., teacher's knowledge about handicapped children) is difficult and sometimes impossible to describe. Also the discrepancy approach does not account for level of necessity, particularly as necessity is contrasted with luxury or levels of performance that exceed minimal requirements for satisfactory performance. Some persons believe that when assessing educational needs, skills that will enable school children to function adequately in society (e.g., minimal reading comprehension level) should be provided before dealing with issues that essentially serve as "frosting on the cake" or appear to be superficial and tangential rather than fundamental or basic. Others have also suggested that need will vary depending upon the perspective from which need is approached. For example, psychologists usually adopt the frame of reference of the individual and tend to emphasize the personal and affective components of need. Sociologists, however, interpret needs from the perspective of a group and concern themselves with issues that must be resolved collectively to improve group or organizational performance (such as a school system or building), thereby de-emphasizing the importance of the individual's needs (Lenning, in press). Because of the problems associated with traditional definitions of need, a number of persons have offered more precise definitions of need.

For example: "Need is a factor or element without which a person cannot function satisfactorily" (Scriven & Roth, 1978); "Need is something that can be shown to be necessary or useful for the fulfillment of some defensible purpose" (Stufflebeam, 1977); and "Need is a necessary or desirable condition—whether it be an end result or a discrepancy—as judged by a relevant person or group using multiple objective criteria that have been previously agreed upon" (Lenning, in press).

Note that these more recent and comprehensive definitions consider "need" a combination of level of necessity and discrepancy on some dimension(s). The level of necessity and discrepancy requirements serve as cornerstones for the definition of need on which the needs assessment process described in the following pages is based.

Common Errors in Needs Assessment

Although needs assessments often have been discussed and conducted, few detailed descriptions of the procedures employed can be found in the literature (Stufflebeam, 1977). Some procedures used by school personnel have inherent weaknesses that undermine the validity and the usefulness of their results. Because the suggestions provided in the following sections represent a departure from what has been traditionally referred to as "needs assessment," it may be helpful to consider what needs assessment is not before moving to what needs assessment is and how needs assessment may more effectively be conducted.

Those responsible for determining "need" have, in the past, made a number of errors—both conceptual and procedural. Although the following list of commonly made mistakes is incomplete, it can be considered representative of the kinds of concerns to which needs assessors must remain sensitive.

1. *The real reasons for the needs assessment are not apparent for some reason.* Who wants to have needs assessment data available? Why? What are the stated *and* unstated reasons for the study? A needs assessment commissioned by a superintendent who has already decided what the system's teachers "need" could be used to validate what the superintendent believes to be true or to conceal controversial teacher needs that may exist.

2. *The needs assessment is planned by one person or a small number of individuals representing only a few of the target groups.* One individual should never plan, implement or interpret findings from a needs assessment. Four (or three or six) heads (with different perspectives) will always be better in brainstorming the variety of dimensions that must be considered in the planning stage. Scriven (1978) believes that seeking assistance from a second person will increase the number of possible solutions to potential problems by about 40 percent. A third person might well provide another 20 percent, and perhaps 10 percent can be expected from each of two more assistants. In short, get as much help as is feasible when conducting a needs assessment; the diversity of perspectives will reduce the possibility that important issues are overlooked and increase the chances that the needs assessment data will be used in planning interventions.

3. *The target audiences are inappropriately selected or inaccurately described.* Whose "needs" are to be determined? When an inservice session for teachers is planned, is the target audience "all teachers" in the system or specific subsets of teachers? If students' needs are to be determined, which students (system wide, specific levels, building, etc.; present, past, future, potential) comprise the target group?

4. *A strength analysis is not performed.* Needs assessment presents an occasion for a thorough review of a school or school district, and an opportunity to inventory its successes. Who is available in the community to assist in validating concerns and issues about which needs assessors should be aware? What resources (human, material, financial) are available to address the problems identified during the process? What does the system do exceptionally well?

Because the process tends to emphasize deficits or shortfalls, needs assessment tends to focus on aspects of the system that are not performing adequately. Establishing a list of the strengths of the system can help maintain a balanced perspective as to the worth of the system and bolster the confidence of the staff and others involved in the process.

5. *The needs assessment focuses exclusively on individuals rather than including an assessment of the organization within which they work.* Most needs assessments do not go beyond the compilation of individual needs that identify knowledge, skills, and attitudes necessary for satisfactory functioning. But the organizational context in which teachers work may facilitate or inhibit their performance. An assessment of factors such as decisionmaking procedures and styles, classroom, building or district goals, etc. is important for a more complete understanding of both needs and resources available to meet those needs.

6. *The definition of need is based entirely on a discrepancy formula; i.e., defining need as the distance between a desired or ideal state of functioning and present performance.* Identification of needs that reflect a combination of discrepancy and level of necessity are more useful in planning subsequent interventions. That is, the degree to which something must be available for a person or group to function in a satisfactory manner provides a more concrete starting point for planning. Desirable or "ideal" states do not necessarily infer "necessity"; as a result using these as reference points can be very misleading (Scriven & Roth, 1978).

7. *A single criterion or method is used to determine need* (Stufflebeam, 1977). Common mistakes related to this error include the exclusive use of surveys, adherence to arbitrary criteria, and inappropriate use of the democratic process.

A. *Surveys.* Needs cannot be determined merely by asking people what they need, no matter how insightful, honest, wise and mature the target group may be (recall the earlier discussion about discerning wants from needs). Of course, surveys are often politically and economically feasible. A standard rule of thumb is to use at least three different types of data collection methods to increase the validity of the findings. That is, if a "need" is determined, it probably exists and is not an artifact or a finding produced more by the way the data were gathered than by the characteristics of the target audience.

B. *Arbitrary criteria.* Use of a benchmark such as national normative data or politically established scores to determine whether need exists is inconsistent with the definition of need used in this document. Need must be defined in terms of the relevant contextual factors mentioned in number 5 above. National norms are satisfactory in some instances, but they should not always nor automatically be applied.

C. *Democratic process.* In some districts, parents, teachers and other taxpayers vote to determine whether a need exists. The rationale for this procedure is based on the assumption that members of a community know what they or their children "need." In many instances, this assumption may be faulty. Certainly there are a number of issues about which community input is required. But to allow the community alone to determine what is "needed" is not sufficient and may even be misleading. Furthrmore, in some cases voting can serve to inhibit rather than encourage discussion about issues of importance. The range of needs identified and addressed during this process can be restricted by the inherent "win-lose" consequences of electoral processes. Rather than putting the determination of need to a vote, the preferred approach includes efforts to bring the various involved constituencies to a reasoned consensus concerning important issues or needs.

8. *The information about the assessment is available to the community on a limited basis.* Needs assessors may assume that no one can really understand or appreciate needs assessment. To do so, however, is misguided and can jeopardize the validity of the needs assessment data. To the extent that it is feasible, questions about the assessment should be answered as completely as possible. Relevant information should be shared at open meetings, through newsletters, and through informal communication networks.

9. *Political pressure alone is allowed to determine need.* Special lobby groups often convince decisionmakers and legislators that certain needs exist (e.g., handicapped children and vocational education lobbies) without substantial documentation. Needs should not be determined by special interest groups alone. This suggestion, like number 6 above, is a departure from accepted practice. Nonetheless, it is unacceptable to permit such processes to continue without at least recognizing and attempting to ameliorate some of the negative consequences associated with each. As more needs assessors recognize these constraints, more effective strategies for coping with them will be developed.

10. *Positive and negative side effects are overlooked.* A positive side effect of needs assessment could be increased community understanding about issues related to the needs assessment. A negative side effect could be reduced public support for education resulting from the apparent inability of the school system to meet students' needs. Whenever there is an intervention into a school system (such as conducting a needs assessment), some system responses are likely. Although the exact responses cannot be predicted with accuracy, the general consequences should be hypothesized and plans made accordingly. In fact, some could be so negative as to undermine the credibility of the needs assessment or to require redesigning the needs assessment strategy. Other consequences cannot be predicted but merely observed and dealt with after they have been identified.

12. *Needs assessment must be completed before planning can begin.* Some believe that the needs assessment process will result in all the information required for system or program planning. As a result, planners and decisionmakers may find themselves thinking "until we do this . . ." or "unless we know that. . ." or "before such and such. . ., we can't plan anything!" Needs assessment is a necessary part of a continuous cyclical planning process and the best way to begin either may be to begin both.

13. *Needs assessment is viewed as an end in itself.* It is not unusual for a needs assessment team to invest considerable time and energy in the process and to look forward to a "finished product." For some, the energy and commitment required to complete the needs assessment may be too great and a "burnout" phenomenon may be experienced. The team's desire for closure is natural, but it supports the incorrect assumption that its work is finished when the formal needs assessment is completed.

Perhaps the conclusion of a needs assessment does mark an end—an end to the beginning. Of equal importance is using the information gathered during the process to design appropriate educational interventions. In fact, to be most effective, the needs assessment process should be recycled and personnel encouraged to remain responsive to other needs that may emerge over time.

Guiding Principles for Needs Assessment in Education

In this section, seven major themes or perspectives are outlined which, when considered together, provide a general framework for the work of a needs assessment team. Of course, contextual factors in a given building or district may prevent the use of some of these principles. In general, however, they should prove helpful.

1. *Needs assessment is problem-focused.* While needs assessment can be used to determine educational goals, it perhaps is most appropriately viewed as a problem-focusing strategy that has as its primary objective the identification of unsatisfactory situations. In a problem-focused needs assessment, parameters for data gathering become clearer as a specific problem emerges. In this way, the rsik of accumulating a good deal of general but not necessarily usable information is reduced. Problem identification in and of itself can prompt action in ways that recognition of goals or deficits may not. For example, problems demand responses because they tend to be inherently puzzling or troublesome. Goals often are so general that they are difficult to opera-

tionalize and, therefore, knowing precisely where to begin sometimes proves troublesome. In other instances, goals may be so specific that they do not apply and, therefore, are not of concern to many people.

Because problem-focused needs assessment attempts to identify unsatisfactory conditions, this process maximizes the tendency for persons to agree on what is not acceptable in cases where what is preferrable cannot be agreed upon. For example, most educators are opposed to school vandalism; but not everyone agrees on what should be done about it. Needs assessments that adhere to the problem-focused perspective have a logical sequence, beginning with the identification of problems and ending with recommendations to ameliorate the situations related to these problems. Some have argued that emphasizing problems or unsatisfactory conditions will result in certain kinds of needs (e.g., maintenance) being systematically overlooked (Scriven, 1981). While this is certainly possible, a collaborative process that focuses on issues of concern to a school or district has a greater chance of success because more people with a vested interest become involved. The "problem" serves as a focal point on which persons can concentrate. With resolve, the needs assessment team can remain sensitive to various kinds of needs associated with the problem.

2. *Need assessment is continuous.* Needs are not static; they change over time in kind and degree. Therefore, needs assessment should be viewed as a process that can never be completed. It can, however, perform a valuable feedback" function to guide planning as problems are continuously transformed during the course of examining related information. During this process, priorities may shift, the problem definition may may require revision, and so on. Meanwhile, new information, new ideas, and alternative interventions may merit consideration.

3. *Needs assessment is a planning guide.* The purpose of needs assessment is to inform and guide the planning of interventions or program designed to bring about certain changes. Planning may be thought of as an exploratory response to a problem; it does not end when a plan has been drawn and a problem has been "solved." Pro-active planning on the part of public school personnel requires a continuing series of responses to emergent student and environmental challenges. Change implies improving students' educational experience not merely maintaining the present level. Change usually accures through a series of small steps. In effect, needs assessment helps educational planners and staff to choose which small step should be taken next.

4. *Needs assessment is multi-faceted data gathering.* Needs assessment proceeds from a wide-angled view of problems in which many ways of gathering information (e.g., surveys, archival data, individual or group interviews, observations, brainstorming and forecasting techniques, etc.) are used to collaboratively achieve a circumscribed view of problems on which data gathering will be focused. When an acceptable focus is achieved, strategies can be devised to solicit helpful answers to specific problems, thereby making the data gathering more purposeful. This broad view-narrowing sequence then is repeated as new data and new or redefined problems surface.

5. *Needs assessment is a public, conscious activity.* To be politically and logically defensible, needs assessment must be a public and conscious effort to understand the requirements and perspectives of all individuals and groups associated with the problem. This approach requires collaboration—that is, teachers, administrators, students, and important others such as parents and school board members should work together in a common problem-solving effort. As discussed previously, voting to determine needs is not usually defensible because it usually is not public. A more justifiable strategy uses collaborative decision making and prioritizing through apportioning to achieve a reasoned consensus about how to proceed.

Because it is problem-focused, needs assessment is to be distinguished from strategies that rely primarily on basic research and dissemination campaigns, and from strategies that primarily utilize political power and coercion to serve the purposes of decisionmakers. Problem-focused needs assessment requires expertise, public involvement, and recognition of the diverse perspectives and values of various groups.

6. *Needs assessment is value laden.* The needs assessment process described in this paper requires the participation of a variety of people with vested interests. The diffciulty in achieving consensus concerning the issues or problems that demand attention may result from the pluralistic value orientations of these people. Therefore, "needs assessments in any particular setting can have no meaning unless they are tied to local values" (Guba and Lincoln, 1980, p. 3). For example, a nimimum competency criterion in one district may not be acknowledged as important in a neighboring district.

Both available knowledge and values must be recognized as legitimate foci of the needs assessment process. In other words, needs do not have an objective reality of their own and therefore cannot be determined through a scientific methodology. Indeed, needs are expressions of values influenced by information (see Guba and Lincoln, 1980, for a more detailed discussion).

7. *Needs assessment is educational.* Conducting an effective needs assessment in education will result in assessors, planners, administrators and teachers learning more about themselves, their school(s), and their students. Needs assessment results will have greater credibility if, after the process, students as well as the staff involved know more about the school, themselves, the learning environment, and the assessment process than they did at the outset. That is, participants should be kept abreast of the needs assessment design, the preliminary findings, and the consequences of various administrative responses. Participants also should be provided an opportunity to learn how and why a needs assessment is conducted and to experience the complexities of translating findings into action-based alternatives.

Experience has shown that needs assessments that follow a thoughtful action plan often have a variety of side effects that provie to be be beneficial both from an educational as well as a professional development perspective. Furthermore, if a needs assessment is conducted in an open and collaborative manner, the participants in the process — staff, students, administrators, and others — may adopt a different perspective of their school and their relationship to the educational process; that is, they learn more about themselves and their respective roles in the institution. As a result, various groups and individuals may benefit in very personal ways (e.g., increased self esteem and clarity of purpose) that in turn serve to improve the quality of their contributions to the educational, professional, and personal development process. Ultimately, the learning environment in the school is enhanced.

Practical Considerations for Planning and Conducting Needs Assessments

Needs assessment has evolved from informal, subjective judgments on the part of a few individuals to a set of systematic procedures integrated in the planning process. Nonetheless, needs assessment is most appropriately referred to as an "art" because it is not yet known what works best in identifying various types of needs in different types of institutional settings. The major steps in the process are illustrated in Figure 1. The following fourteen questions serve as a framework in which the implementation of a needs assessment strategy can be considered. A thorough discussion of each of these questions is beyond the scope of this presentation. More detailed information is available in selected references listed at the end of the monograph.

1. *What is the "problem" or situation out of which needs will emerge?* The impetus for needs assessment often comes from dissatisfaction with an existing situation, where no particular problem has yet been defined or agreed upon, but where there exists a feeling that "something should be done." While the initial focus of needs assessment is on the uncertainty, perplexity, or difficulty that requires action, the identification of appropriate problems is crucial to effective needs assessment. Clearly, if problems are identified that are quite narrow in scope, the needs assessing and subsequent planning cannot be expected to make much difference. On the other hand, if an overly broad set of concerns is accepted as "the problem," planning may be futile.

The problem should be derived from expressed dissatisfaction with the "way things are." If a problem is not linked to a "rub" (or "challenge," "paradox," or "puzzle") there may be inadequate support in the system to try and do something about it.

Figure 1: Major Steps in the Needs Assessment Process

1. Establish needs assessment planning team.
2. Identify problem focus.
3. Develop understanding of organizational context, obtaining necessary support for participation of target population.
4. Verify and refine problem focus.
5. Determine further information needed and methods for collection and analyzing information using three or more different strategies.
6. Determine resources necessary to implement needs assessment plan.
7. Develop more detailed plan, based on available resources, including time-lines and contingency plans and specific task assignments.
8. Implement needs assessment plan, making any necessary midstream adjustments.
9. Analyze results of needs assessment process.
10. Develop action plan based on results of needs assessment.

Often the initially identified problem is really a cluster of interrelated problems, each of which may deserve special attention. Staff members in a school building or local school district may perceive things differently and fee frustrated about extraneous or conflicting issues. Such problems require clear delineation if progress is to be made toward identifying and acting on underlying conditions.

As information is gathered during needs assessment, the definition or scope of the problem is likely to change. To invite exploration and to encourage flexibility on the part of planners, problems are best written in a way that enables redefinition and revision. "Open" problems, therefore, are phrased in a tentative manner and elaborated with various "themes of concern" rather than predetermined rules or rigid principles.

The problem itself should suggest logical "next steps." A solution may not be obvious or even called for—all that is required is that there be a series of steps to obtain more information. Rather than identifying a comprehensive solution that may not be timely or applicable, incremental steps should be identified that assist in focusing on possible resolutions to the problem.

To identify problems of concern, the following modified nominal group process originated by Dilbecq and Van deVen (1968) is suggested: (a) working alone, each planning team member defines both a personal and an organizational problem; (b) problems are shared, round-robin, and recorded; (c) new problems suggested by the process are listed; and (d) problems are discussed and analyzed to reach a reasoned consensus about suitable problems (see Appendix A for a more complete discussion of this process).

The planning team then formulates an action plan to share the results of this preliminary analysis, to check the validity of the problems, and to invite community or system response. The action plan for problem verification should include the following: (a) ways to reach representative groups affected by the problem; (b) "mini-strategies" (not full-blown strategies as will be used once suitable problems have been identified) to learn more about the school or school system and to gather pertinent information; and (c) task assignments and time lines.

When the planning team reconvenes, they share new information and new perspectives gained from the problem as necessary.

2. *Is there a "need" for a needs assessment?* In some instances, needs assessments are dictated or required by external audiences (state and other funding sources) or by internal politics and

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policies. It is important to determine for what purpose and by whom a needs assessment is determined necessary, wanted or demanded. In some situations, the timing for needs assessment may be inappropriate. In other situations, the political climate and level or trust in a building or district may require attention before a needs assessment can be effective. If the motivation for a needs assessment is authentic and legitimate, most rational planning groups can and should decide whether conducting a full scale needs assessment is worth the time and effort in light of the scope and potential payoffs of the proposed needs assessment project. This step essentially corresponds to a front end analysis (see Datla, 1978) in which an appraisal of the organization's resources and commitment is performed to determine whether the planned activity is worth doing and is likely to be effective as it has been conceptualized.

3. *Does the needs assessment team have the support of school administrators?* As previously alluded to, needs assessment is a time consuming set of activities that requires a cadre of committed members representing a variety of shakeholders. However, gaining the support and commitment of decisionmakers to the needs assessment process is critical to the ultimate success of the project. Without the endorsement and participation of central administration and building principals, the needs assessment process probably will result in a futile exercise. In addition, everyone affected by the needs assessment should be kept informed as it progresses. This ongoing communication with relevant groups builds support for the needs assessment itself and paves the way for effective problem resolution.

4. *What are the purposes and expected outcomes of the needs assessment?* Different groups may have different perceptions of the purposes of the needs assessment. Consensus around the major tasks for the needs assessment team is crucial. Once reasonable parameters have been identified concerning the scope and function of th needs assessment, the needs assessment team can focus its energies more clearly on an achievable set of objectives.

The needs assessment team should consider the social and organizational context within which the needs assessment will be conducted. The following are suggestive of issues that need to be considered at this point: (a) goals of the organization, as evidenced by the behavior of persons working in the building or district; (b) the organization's readiness for change including support from key stakeholders; (c) specificity of desired outcomes and flexibility of the system in dealing with emergent needs; (d) resources available to respond to needs – fiscal, physical, and human; (e) target groups' awareness of and ability to articulate needs; and (f) previous experience with and reaction of the organization and staff to needs assessment and planning.

One way for the needs assessment team to surface these kinds of issues is to brainstorm a list of conditions in the organization that facilitate or hinder the identified problem and needs assessment process. To be useful, this list should be as specific as possible. For example, if the school board is considering reducing financial support for staff development, this information must be considered in the planning of a needs assessment around staff development issues. Some questions that may assist in generating additional issues and concerns are included in Figure 2.

5. *Whose needs are to be assessed?* At first "blush," this task seems to be fairly straightforward: select the target groups and find out what they need! Yet, within groups may be different subgroups that may have needs substantially different from the larger group. The more people in the target group, the more likely one or more subgroups exist with sets of needs different enough from the larger group to undermine the validity of the findings and the utility of subsequent programs designed based on the results. Therefore, several related issues must be addressed at this point. Is it feasible for the needs assessment team to consider equally the various subgroups? Are adequate resources available to support smaller scale needs assessments to obtain information from the relevant subgroups?

All members of various subgroups need not be included to obtain an accurate assessment of needs. A series of data collection efforts with representative samples will be more efficient and

Figure 2: Questions to Surface Issues and Concerns

Does the local bargaining agreement protect teachers from demands (such as participating in dialogues related to needs assessment) placed on their time outside and/or during regular school hours?

What formats for needs assessment have been used in the past? Does the present plan for needs assessment deviate significantly from this tradition? (An affirmative response to this question may indicate a need for some preliminary efforts to acquaint decisionmakers and participants with the new strategy to gain their acceptance and cooperation.)

Is there an active parent or advisory group to the school that should be involved at some level to reduce resistance concerning future needs assessments?

What groups, if any, outside the administrative structure (teachers associations, advocacy groups, etc.) have conducted needs assessments in the past? How can the information from those assessments or the groups themselves assist in present needs assessments efforts? What are the potential tradeoffs to be made in involving outside groups?

What other requests are being made of teachers and other potential target groups at the same time? Can needs assessment instruments be timed and designed so as to emphasize the importance of careful consideration without putting undue burdens on participants at any one time?

Are there fiscal constraints on how much can be spent on needs assessment at this time? How will these constraints affect the needs assessment plan? Can funds be designated for future needs assessments on a continuing basis?

How do potential target groups view "needs?" Are needs perceived as deficits in professional performance that must be hidden from peers and supervisors to preserve professional competency? Are needs to be acknowledged as areas for growth and development within a general context of accepted professional competency? How readily and objectively can target populations for needs assessment identify current needs?

will probably provide data equally reliable to a more expensive process that includes all personnel. Usually including more than 200 respondents (not the target sample but number of persons who actually participate!) will not be cost effective. Depending on the purpose of the assessment and degree of confidence required in the results, smaller size samples can be used (see Elliott, 1980 for an excellent discussion of this issue).

Also, some thought should be given to the advantages and disadvantages of early identification of the target population. Early determination of individual(s) or the group(s) to be assessed usually results in more efficient and perhaps more economical projects. However, it is possible that a *premature* determination of target groups may also result in excluding other groups that may have "needs" related to the problem. If the target populations are not identified until the problem is clearly defined, needs assessment may become more complex and costly, but may also reflect existing needs with greater accuracy.

The nature of the problem can often help determine whether to specify the target audiences early or to delay this decision. For instance, a history of continued resistance on the part of building principals to take responsibility for and/or support the child-study process might prompt the needs assessment team to focus early on principals as the target population. However, if a general negative attitude toward the child-study process prevails throughout the school district, it would be inappropriate to focus early in the needs assessment on a particular population.

6. *What kinds of needs are to be assessed?* The existence and importance of different kinds of needs were discussed earlier (e.g., incremental, maintenance, and resource needs). The popularity of the discrepancy approach to needs assessment in education has resulted in a good deal of confusion in this area; therefore, considerable attention must be given to this question during the planning of a needs assessment. It seems reasonable to expect that although the assessment team may have difficulty specifying various kinds of needs to be assessed at the beginning, they can reamin sensitive to the possibility that different kinds of needs may emerge during the needs assessment process in addition to those they expected.

7. *How will the required information be collected?* In spite of numerous caveats to the contrary, many educators continue to rely on the districtwide survey to document needs. There is no question that surveys can be effective and particularly efficient forms of gathering information from a large number of people. *But a survey alone cannot document need.* In practice, most needs assessments will probably include some form of survey as *one component* of the data collection process. Information from interviews, open forums, observations, and existing records (see Houston, 1978 and Appendices B and C) are likely to increase the reliability and validity of the process. In other words, multiple measures will improve the chances that the needs identified are, indeed, legitimate and should be considered by program planners.

Each data collection measure is useful in obtaining different kinds of information from the various target populations. Some use highly structured instruments that require categorical responses. These can be efficiently administered and analyzed but limit the kinds of responses that can be made and important nuances may be lost. Other strategies are more flexible and allow for openended but less systematic responses. Therefore, it is more difficult to summarize findings across respondents.

In addition, the dynamics of implementing each strategy should be considered. For example, interviews require the time of interviewees and interviewers but provide opportunities for clarification of questions and responses with interviewees. Questionnaries on the other hand, require initial staff time in developing or adapting a questionnaire for local use but may be completed individually by respondents at their convenience.

Given the constraints and requirements of the various needs assessment strategies and an understanding of the information objectives of the needs assessment, a decision concerning the most efficient and effective methods of information gathering can be made at this time.

At this point, the data collection methods should be considered tentative. The methods and strategies to be used must be compared with the available resources to determine their feasibility. After this set of decisions, the needs assessment team moves from an ideal needs assessment design to a revised plan that can be implemented with available resources. A time-line including tasks assigned to specific individuals should be developed to guide the team's activities through this portion as well as later portions of the process (e.g., data collection, analysis, and reporting).

8. *Have the data gathering devices been field tested?* By necessity, most needs assessment instruments are "home grown"; that is, they are locally constructed to answer specific questions about the school or district. It is imperative to determine whether the data gathering methods will provide the type of information deemed appropriate. Requesting that a small number of staff complete the instruments prior to mass distribution is a valuable and a necessary step. In most instances, revisions of the data gathering methods and instruments improve the reliability and validity of the process. This step frequently is overlooked even though it is mentioned in almost every substantive discussion concerning needs assessment.

9. *Is the desired information being collected?* If the eight preceding questions have been adequately answered, this question usually is moot. However, during the needs assessment pro-

cess, a variety of issues may surface that underscore additional points of interest or illuminate different kinds of needs not previously considered. It must be emphasized that needs assessment should not be viewed as a lock step provess. Unexpected findings relevant to the problem often surface. These should be considered as potentially useful and subsequently could result in other questions or groups being included in the process. The point is simple but noteworthy: the needs assessment team must remain open and responsive to information generated during the needs assessment, whether it be from the data collection process or from political statements by various stakeholders. This information can prove quite valuable later when interpreting and drawing implications from the findings. Periodic checks may be necessary to make certain that the information being collected is consistent with what was intended to be collected and that these data are relevant to subsequent steps in the assessment process.

10. *How will the data from the needs assessment process be analyzed?* The methods used to collect information will determine to some extent the analysis to be used. Too often, however, team members unfamiliar with more sophisticated analyses find summary information presented in highly technical formats difficult to interpret. If people within the team or district are not available to help interpret computer printouts and the like, the team should either seek external assistance or avoid their use. In many instances, elaborate statistical compilations may not be necessary nor useful for the needs assessment team but may be viewed as necessary for continued credibility with central administration.

In addition, it is frequently difficult to integrate different kinds of information from different respondent groups. For example, how can information from a survey questionnaire be combined with interview or observational data from administrators? Usually the combination of statistical treatments of data with rich, descriptive material from students, teachers, and administrators will prove most useful in subsequent planning.

11. *What are the implications of the needs assessment data?* One aspect of this question refers to how the available resources should be allocated to meet the identified needs of various groups. These are difficult decisions and the best that can be done with existing technology is to use good judgment mixed with input from the stakeholders when the available resources are distributed to meet needs. Of course, contextual factors such as political, social, and economic climates as well as calendar year considerations (timing) are variables of great import. Interpretations of the results should be made from several different perspectives as various audiences or constituencies will be affected in different ways by the results and have different roles to play in the planning process.

12. *Are the results of the needs assessment communicated in the appropriate forms to various stakeholders?* After substantial numbers of weeks, and sometimes months, involved in what may have been a complex and difficult set of activities, the temptation is great for a needs assessment team to produce a think document with many tables of information. Unfortunately, most staff are not interested in immersing themselves in such a report but prefer to learn as quickly as possible the relationship of the findings to themselves. This limitation seems to be relatively easy to remedy, provided the reporting vehicle is guided by the following principle: whatever is reported through whatever media (written, oral, story telling, pictures, etc.) should increase the consumers' understanding of the needs assessed during the process, and the process itself. In other words, needs assessment reports should address: (1) the pluralistic value orientations of different stakeholder groups in the organization; (2) the original purpose of the assessment and any purpose and objectives added during the process; (3) the procedures used to assess needs; (4) how the findings are to be used; and (5) the contextual factors that will influence the interpretation of the findings and the implementation of programs subsequently designed to address the identified needs.

13. *Have the needs assessment data, implications, and recommendations been integrated into the planning process at the district, building, and individual staff member levels?* This is the most

critical question, the "bottom line" of needs assessment activities. For the findings to influence planning, all of the above questions will have to be raised in an open and collaborative manner and, as emphasized earlier, interest in the needs assessment process on the part of decisionmakers should be encouraged at the outset of the needs assessment. To date, there is a dearth of case studies that report cahnges in planning processes, policies, and programs based on needs assessment findings. Given the recent flurry of interest in needs assessment, more detailed information about the utility of needs assessment data probably will be available soon and, hopefully, will provide insights as to how needs assessment data can be more effectively and efficiently incorporated in program planning.

14. *Are the target groups being monitored to document the continuing validity of the identified needs?* A comprehensive needs assessment may take many months from start to "finish." However, needs change over time in kind, form, degree, and relative importance. Some monitoring is required to make certain the needs identified during the data collection are consistent with those that should be addressed by subsequent planning. It is likely that many needs assessments are judged to be ineffective because needs increase, diminish, or change between the time the original needs assessment data are gathered and programs are generated to meet these "needs". Also it is difficult to maintain the required level of staff enthusiasm and energy to continue the process beyond what seems to be a traditional terminating point. Nevertheless, this is a critical step and one that is overlooked too often.

These fourteen questions suggest that needs assessment is a very formal, time consuming, and expensive process. In some cases, this will be true particularly in those situations in which the needs of many staff are to be assessed or when the relative economic and social costs and benefits of the needs assessment are great. However, the principles on which these questions are based can be addressed daily by a staff member in a much more informal way. This is not to advocate that snap judgments or an individual staff member's opinions can take the place of a comprehensive, well planned effort to assess needs. But, after becoming familiar with a formal needs assessment process and its underlying principles, it seems likely that many staff will be able to adopt some variation of the steps involved and apply them in their own specific setting. A sample application of a problem-focused needs assessment process is included in Appendix D.

Skills and Staff Required for Assessing Needs

As mentioned earlier, broad scope or more comprehensive needs assessments require a team. To conduct an effective needs assessment, the members of the assessment team should exhibit certain competencies so that the following skills are represented by the team: (a) process consultation skills (small group process, nominal group process, etc.); (b) interview techniques (in person and telephone); (c) unobtrusive data collection technique such as observation; and (d) management of organizational change.

Other areas of expertise often required for a needs assessment process usually can be found within the district. Central office research and evaluation staff often can provide assistance with such tasks as instrument development, sampling, and statistical treatment of data.

Though the technical and interactive skills of the needs assessment team members are important, they should not be the only considerations in team selection. Those selected should represent a broad cross section of the relevant groups in the district to build credibility and trust of the needs assessment process and results, and to provide access to the groups who may participate in the needs assessment. Again, team members' commitment to and trust in the team and its work will be the foundation upon which the program designed to meet those needs will be accepted. Also, a cross section of personnel will enhance the team's sensitivity to issues and concerns of specific groups in the district that might otherwise go unnoticed. This greater understanding of contextual issues will allow the team to plan a more effective needs assessment.

Conclusion

Much of what is required for a successful problem-focused needs assessment cannot be provided by a manual or workbook. Rather, the persons responsible must use their best judgment and foresight in making the process work. Though creativity, hard work, and common sense have been underemphasized throughout the preceding discussion, they are crucial to developing an effective needs assessment.

Needs assessment is a continuous, problem-focused process that employs a variety of data gathering strategies. Needs assessment should guide planning and *not vice versa*. As a public, conscious activity, everyone (administrators, teachers, students, parents and taxpayers) either directly or indirectly will learn from the *process* as well as from the *results*.

Though it is important to plan and carry out a needs assessment that will yield valid and reliable information about needs, too often planners have failed to recognize the importance of the needs assessment process itself. Indeed, authentic needs may be very elusive and difficult to identify with any confidence during the first round of needs assessment. Establishing an ongoing needs assessment process into the school system allows for continuous refocusing on needs and refinement of planning to meet those emerging needs.

A needs assessment process that involves a variety of school personnel at various stages has benefits beyond the data that are collected. Involvement in problem identification may lead to achieving consensus within the district about the problems that need to be addressed. A needs assessment can assist in developing a shared sense of ownership in the planning process so that solutions emerge with a broad basis of support required for successful implementation. Needs assessment can assist in informing the general public about issues of concern in the schools. Needs assessment provides opportunities for participants to develop understanding in a variety of areas including data gathering techniques, group processes and problem-solving, and dissemination of information. Needs assessment provides an opportunity to experiment, learn, teach and model an adaptive, responsive approach to planning and program development. Needs assessment lays the groundwork for implementation of a plan by creating interest in the problem, increasing the credibility of the planning effort and building support for an action plan to address needs.

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APPENDIX A: NOMINAL GROUP PROCESS TECHNIQUE

[Taken from R.S. Caffarella, Needs Assessment. *Orono, Maine*
University of Maine, College of Education, 1978]

The Nominal group technique was developed by Andre L. Dilbecq and Andrew H. Van DeVen in 1968. It is basically a group process model for problem identification and problem planning. The technique employes a planning sequence which seeks to provide an orderly process of structuring the decisionmaking at different phases of planning. For more information refer to *Group Techniques for Program Planning.*

Conducting the Nominal Group Technique (NGT):

Design Tasks:
- Prepare the NGT question
  - Staff clarifies objectives
  - Illustrates desired items in terms of level of abstraction and scope
  - Prepares alternative forms of an NGT question
  - Pilot-tests to select the question to be used
- Print the NGT question on nominal group worksheets for each participant
  - Select the rating method suitable to the task

Preparing the Meeting Room:
- Table arrangement:
  - Table arranged as an open "U" with a flip chart at the open end of the table
  - Sufficient space between table to avoid interference
- Supplies:
  - Flip chart for each table and for the leader
  - Roll of masking tape
  - Nominal worksheets and pencils for each participant
  - 3x5 index cards (for ranking): rating forms (for rating)
  - Felt pens.

Introducing the Meeting:
- Welcoming statement:
  - Cordial and warm welcome
  - Statement of the importance of the NGT task
  - Clarification of the importance of each group members' contributions
  - Statement of the use or purpose of the meeting output

Conducting the Nominal Group Process

Step 1: **Silent Generation of Ideas in Writing**
- Present the nominal question to the group in writing
- Verbally read the question
- Illustrate level of abstraction and scope desired with example which does not distort (lead) group responses
- Avoid other request for clarification
- Charge the group to write ideas in brief phrases of statements
- Ask group members to work silently and independently
- Model good group behavior
- Sanction description of the silent, independent activity by comments addressed to group as a whole

Benefits:
- Provide adequate time for thinking
- Facilitates hard work by the model of other group members reflecting and writing
- Avoid interrupting each other's thinking
- Avoid premature focusing on single ideas
- Eliminates dominance of high-status or aggressive members in idea generation
- Keeps the group problem-centered

Step 2: **Round-Robin Recording of Ideas on a Flip Pad**

Process: Provide clear instructions concerning the step:
- Indicate objective of the step is to map the group's thinking
- Explain need to present ideas in brief words or phrases
- Explain process of taking one idea serially from each member
- Explain group members must decide if items are duplicates

Explain that an individual may "pass" when he has no further ideas but may "re-enter" later
Express the desirability of adding new ideas even though they are not on individual worksheets
Explain inappropriateness of discussion prior to completion of listing
Quick, effective mechanical recording:
Record ideads as rapidly as possible
Record ideas in the words used by group members
Provide assistance in abbreviating only in special situations
Make the entire list visible by tearing off completed sheets and taping them on an area visible to all group members
Sanction group as a whole if individuals engage in side conversations or attempt to discuss items prior to completing the listing

Benefits: Equalized opportunity to present ideas
Assists in separating ideas from personalities
Provides a written record and guide
Place conflicting ideas comfortably in from of the group
Forces the group to fully explore the problem

Step 3: **Serial Discussion for Clarification**

Process: Verbally define the purpose of the step:
To clarify the meaning of the items
To explain reasons for agreement or disagreement
Indicate the final judgments will be expressed by rating so arguments are unnecessary
Pace the group so that all ideas receive sufficient time for clarification
Avoid facing the member who originally lists the idea to be solely responsible for clarifying the item

Benefits: Avoids having discussion focus unduly on any particular idea or subset of ideas
Helps eliminate misunderstanding
Provides opportunity to express the logic behind items
Allows members to disagree with argumentation

Step 4: **Preliminary Vote on Item Importance**

Process: Ask the group to select from the entire list a specific number (7 plus or minus 2) of priority items:
Place each priority item on a separate 3 x 5 card or rating form
Rank-order or rate the selected priority items
Collect the cards or rating forms and shuffle them to retain anonymity
Tally the ratings and record the results on the trip chart in front of the group

Benefits: Obtaining independent judgments in writing helps eliminate social pressures
Expressing judgments mathematically by rank-ordering or rating increases accuracy of judgments
Displaying the array of individual rates clearly highlights areas needing further clarification or discussion

Step 5: **Discussion of the Preliminary Vote**

Process: Define the role of the step as clarification, not pressure for consensus
Keep the discussion brief
Caution group members to think carefully about any changes they make in their rating

Benefits: Provides group members a final opportunity to clarify their positions
Ensures "spread" votes really reflect differences in judgment, not unequal information of misunderstanding

Step 6: **Final Vote**

Process: Ask the group to select from the entire list a specific number (7 plus or minus 2) of priority items:
Place each priority item on a separate 3 x 5 card or rating form
Rank-order or rate the selected priority items
Collect the cards or rating forms and shuffle them to retain anonymity
Tally the ratings and record the results on the trip chart in front of the group

Benefits: Accurate aggression of group judgments and error reduction
Closure to the meeting.

Developed by Sharon Sprague, Graduate Student, Community Development, University of Maine at Orono, 1978.

APPENDIX B: NEEDS ASSESSMENT INSTRUMENT CATEGORIES

[Prepared for the 1978 National Dissemination Forum
by Martha Williams, the Network, *Andover, Massachusetts]*

Active Listening

In the active listening approach, clients/consumers are sought out to discuss their situation. The data collector explains that the discussion is intended to illuminate needs (system wide, individual or both) and encourages the respondent to present his or her view of needs. The data collector asks only probing and clarifying questions and records the discussion on audio tape or in extensive notes.

Structured Interview

Structured interviews contain specific questions asked of all respondents. Usually the interview has approximately fixed length; the data collector has the list of questions and may or may not share them with the respondent. The questions are presented in sequence; appropriate probing questions are often anticipated on the interview protocol sheet. If the respondent strays from the question, the data collector may disregard the information. If the questions ae not relevant to the respondent, limited opportunity is provided for restructuring them.

Data are usually recorded on a form; interviews may be audio-taped as a secondary source of information.

Questionnaire

The questionnaire can be relatively client centered or system centered, depending on its approach. It may include questions which address needs directly, such as "Do you need help with ________?" or it may ask for information only indirectly related to the respondent's perception of need, such as "Do students in your class receive individualized assistance with reading?" In the latter case, the information-seeking question may be followed by a more open-ended question, such as a "why" question. These may require a forced choice response (selection of one response from four or five options).

The questionnaire can probe information, opinions, or attitudes. Because it is a paper-pencil technique, instructions are usually contained on the questionnaire form and little guidance or encouragement is given for expanding the boundaries of the instrument. It can be administered individually or in large groups, through the mail or in person.

Checklist

A checklist, like a questionnaire and structured interview, can contain items directly related to need (such as a checklist of need areas) or items indirectly related to needs, such as a checklist of characteristics of the respondent, or both. The respondent makes forced choices, but generally within a fairly extensive group of alternatives. The choices are usually not forced down to one; usually there is provision for several responses to be checked, often for the responses to be prioritized. Also checklists can be used to codify archival data (information routinely collected from various individuals in the system such as nurses, bus drivers, etc.).

Observation

The most system centered form of data collection is observation because it involves no direct input from clients. Data collectors using observation guidelines go directly to the site of activity and record what they see and hear within coded or structured data collection formats. This technique is the most system centered because it dictates a perspective from which the clients' reality is viewed; and because of the lack of interaction, the perspective cannot be challenged by the subjects.

APPENDIX C: NEEDS ASSESSMENT METHODOLOGIES

Observation

Use observation when:

1. First hand experience is required
2. Respondents may not be able to relate directly needed information
3. Budget allows for observers' time required for lengthy observations
4. Sufficient time in the needs assessment plan is available to make reliable observations.

Major steps:

1. Determine format for observation including
   a. Extent to which observation guide is structured prior to observations
   b. Extent to which observer is or is not a participant in the activity being observed
   c. Extent to which the observational situation is natural or contrived
   d. Extent to which subjects are aware of observer's role or purpose
2. Identify site or observational situation
3. Gain access or permission to observe — establish an agreement
4. Take overt or covert role of observer
5. Establish trust and rapport (may not be necessary if observation is unobtrusive)
6. Record observations using one or more of the following:
   a. Predetermined schedule or checklist
   b. Notetaking in narrative form
   c. Tape record observations as they occur
7. Analyze observations through focusing and categorizing process
8. Write report summarizing observations.

For further information about observational techniques:

Bogdan, R., and Taylor, S.J. *Introduction to Qualitative Research Methods.* New York: Wiley, 1975.
Jahoda, M., Deutsch, M., and Cook, S.W. *Research Methods in Social Relations.* New York: Dryden, 1951.
McCall, J., and Simmons, J.L. *Issues in participant observation.* Reading, MA: Addison-Wesley, 1969.

Questionnaires

Use a questionnaire when:

1. Wide distribution is necessary (and budget will not permit telephone interview)
2. A sense of *privacy* is needed
3. *Complete uniformity* in the manner in which questions are posed is necessary to avoid biasing responses
4. *Presence of interviewers* are likely to affect responses
5. Respondent needs to *secure or check information*
6. Obtaining *unanticipated* definitions of situations and quantifiable responses is *not* desired
7. Self administration and logistical ease *is* desired
8. Cost must be kept at a minimum

Major steps:

1. Specify information to be gathered
2. Frame questions to be included
   a. Clear and understandable
   b. Logical sequence
   c. Spacing and format making type of response clear
   d. Pretest questionnaire and modify if needed
3. Determine to whom and how questionnaires will be distributed and how a high return rate will be effected
   a. Distribute and collect at meeting of respondents
   b. Self-addressed stamped envelope for return
4. Compile results of questionnaire and summarize

For further information about questionnaire and survey techniques:

Oppenheim, A. *Questionnaire Design and Attitude Measurement.* New York: Basic Books, 1966.
Hyman, H. *The Interview in Social Research.* Chicago: University of Chicago Press, 1954.

Interviews

Use interviews when:

1. It is necessary to observe not only what a respondent says but *how* (e.g., evasive, reluctant) it is said
2. Target audience

3. It is necessary to build up and maintain rapport to keep respondent interested and *motivated to finish questions*
4. *High participation by target group* is needed
5. *Population is accessible*
6. Supplemental information may be needed for *respondent's understanding* and to prevent misinterpretation of the questions
7. *Budget* will allow for expense of this method
8. It is necessary for respondent to react to visual materials
9. *Spontaneous reactions* are necessary with sufficient time and probes to recall relevant information
10. Information about the respondent's personal characteristics and environment are needed to interpret results and evaluate the representativeness of the persons surveyed
11. There are *time and resources to properly train and supervise* interviewers (otherwise data recorded may be inaccurate or incomplete)

Major steps:

1. Specify focus of interview – information to be gathered and target audience characteristics
2. Establish time frame and identify interviewers
3. Develop questions to be included in interview
    a. Motivating for respondent to answer
    b. Give the respondent a "stake" in the interview (e.g., chance to influence change)
    c. Be prepared for interview
    d. Establish rapport
    e. Record responses using respondents own words
    f. Be prepared to probe for clarification, amplification, etc.
    g. Summarize major points at end as a check
4. Analyze and evaluate each interview as soon as it is completed
5. Compile information from series of interviews using categories of response and write a summary.

For further information on interviewing techniques:

Bingham, W., and Moore, B. *How to Interview.* New York: Harper, 1959.

Gordon, R. *Interviewing Strategies, Techniques and Tactics.* Homewood, IL: Dorsey, 1969.

Loflan, J. *Analyzing Social Settings.* Belmont, CA: Wadsworth, 1971.

Richardson, S.A., Dohrenwend, B., and Kelin, D. *Interviewing: Its Forms and Functions.* New York: Basic Books, 1965.

Wolf, R. *Strategies for Conducting Naturalistic Evaluation in Socio-Educational Settings.* Occasional Paper Series of the Evaluation Center, Western Michigan University, 1979.

Merton, R., Fisk, M., and Kendall, P. *The Focused Interview: A Manual of Problems and Procedures.* Glenco, IL: Free Press, 1956.

Archival Material

Use archival material when:

1. Appropriate records are easily and legally accessibe
2. Budget limits the use of more expensive data gathering methods
3. Time and space restrictions do not permit direct access to target population
4. Naturally occurring data from the target setting are desired as opposed to more contrived data from interviews, questionnaires, etc. "Let the record speak for itself"
5. Information is needed to supplement and substantiate information obtained through interviews and other methods
6. Potential errors in records can be recognized and dealt with through other needs assessment techniques
7. Comparisons across record-keeping systems are feasible (similar formats, language, type of information)
8. Repeated measures of values, attitudes, etc. are desired overtime

Major steps:

1. Determine data desired from records
2. Determine appropriate sources of data. Random stratified or purposive sample of available documents is preferable

3. Contact persons in charge of appropriate records and gain access to records
4. Review records for desired information using document analysis techniques. More than one judge is desirable for subsets of documents
5. Summarize information obtained from each record or document with attention given to issues of completeness and accuracy
6. Collapse information across records using emergent categories to gain more general picture

Some possible sources of archival material include:

1. Official reports and documents
    - Student achievement records
    - Evaluation of teachers
    - Building administrators' reports
    - Central administration reports on particular programs
    - School board meeting minutes
    - Grant applications and proposals
    - Library check out records
    - Bus driver reports
2. Unofficial and personal records
    - Teacher lesson plans and diaries
    - Student written materials

For further information about archival material, consult:

Anderson, D., and Benjamison, P. *Investigative Reporting.* Bloomington, IN: Indiana University Press, 1976.

Guba, E. "Toward a methodology of naturalistic inquiry for educational evaluation, *CSE Monograph Series No. 8.* Los Angeles: UCLA, Center for the Study of Evaluation, 1978.

Holsti, O.R. *Content Analysis for the Social Sciences and Humanities.* Reading, MA: Addison-Wesley Publishing Co., 1969.

Williams, P.N. *Investigative Reporting and Editing.* Englewood Cliffs, NJ: Prentice Hall, 1978.

APPENDIX D: CASE HISTORY OF A PROBLEM–FOCUSED NEEDS ASSESSMENT: LITTLETON, COLORADO

[Littleton, Colorado (Arapahoe County School District Number six was one of six local school districts in Colorado selected to serve as a National Inservice Network demonstration site for (REGI) Regular Education Inservice]

Demographic Characteristics

Popularly known as "The Littleton Schools," the Arapahoe County School District Number Six encompasses an area of 28 square miles bordered by Belleview Avenue on the north, Holly Street on the east, and Doublas County Line on the south, and the Jefferson County Line on the west.

The population of the district is 57,000 or 34 percent of the total of Arapahoe County. Ninety-eight percent of the population is Caucasian with less than two percent being Black, American Indian, Oriental, or having Spanish surnames. The average income of the residents places Arapahoe County as one of the two wealthiest in the state. The average number of school years completed by Littleton residents is 12.5. Approximately 25 percent of the work force residing in the district are classified as professional/managerial, 50 percent are service oriented occupations and 25 percent are jobs compensated by an hourly wage. Less than one percent of the families within the district receive welfare assistance.

There are 23 schools in the Littleton District – three senior highs, four junior highs and 16 elementary schools (including the one to open in September, 1979). The rate of growth has varied from a high of 30.6 (1956) to less than one percent. Pupil enrollment includes approximately 8,400 elementary students, 4,600 junior high students, and 4,600 senior high students. It is estimated that about 35 percent of the area within the district is yet to be developed with a potential school population of 24,000. The growth rate is currently stable.

Special Educational Program

The Arapahoe County School District Number Six Special Educational Program is detailed in the district's *Comprehensive Plan Policies and Procedures.* It adheres to the *Handicapped Children's Educational Act* (Colorado Revised Statutes 1976, Title 22, Article 20) and the *Education of All Handicapped Children's Act* as amended by Public Law 94–142.

The programs for service delivery are noncategorical and staffed by certificated professionals including support personnel. Every school has a resource room program to serve the building's mild to moderately handicapped students on both a direct service and consultative basis. Self-contained programs for severely educationally handicapped, severely language impaired, significant limited intellectual capacity, hearing impaired and multiple handicapped students are available and housed throughout the district. Itinerant programs are offered in the area of physical, hearing, visual and speech handicaps. Work-experience study and home/hospital services are also available. Individual Education Programs (IEPs) are written for each student served by special education detailing the current functioning, needs, goals and objectives and least restrictive environment for the particular child.

Proposal Development Process

This proposal was developed in accordance with the problem-focused needs assessment process suggested by the National Inservice Network (NIN). Arapahoe County School District Number Six, Littleton, became involved with NIN by sending the Superintendent of Schools, Executive Director for Instructional Support, and Director of Special Services to an informal meeting during the fall of 1978. These administrators expressed both interest in being a model project and felt a need for improvement for the district's implementation of P.L. 94–142. Considerations supporting their interests included:

1. The NIN Project related directly to state district priorities such as:
   - The commitment to cooperation between regular and special educators in implementing programs for handicapped students, and
   - The need for continuous inservice training in the district due to low turnover in staff and large numbers of career teachers.
2. Further, the district's involvement was based on staff interest which has grown since the development of a Teacher Center Proposal submitted in the spring of 1978. Although this proposal was not funded, one of the highest ranking staff needs reported in the Teacher Center proposal — assistance in working with handicapped students in the classroom — remains a source of concern.
3. The district's administration has also indicated support for the NIN process which they feel is applicable to developing inservice programs to meet other staff training needs.

In November, 1978, the district's Director of Special Services and a repesentative from the Littleton Education Association (the teachers' bargaining unit) attended a further meeting at which time the Littleton District was chosen as a NIN project site. Following Littleton's selection, a Planning Task Force was identified. The task force, composed of 13 volunteers from the teaching staff and administration, represents a broad spectrum of the district. Members include special educators, regular classroom teachers and two building principals; all levels, elementary to senior high, and various teaching fields are represented. All eleven teachers on the task force are members of the Littleton Education Association, giving a uniquely strong teacher voice in the planning process. The Director of Special Services and the Executive Director for Instructional Support serve as *ad hoc* members of the task force.

Over a period of six months (January-June, 1979) this task force has worked collaboratively to develop this proposal by following six steps.

1. *Development of a problem statement.* After discussion of the strengths and weaknesses of the district's services for handicapped students, the following problem statement was drawn up: "The lack of effective communication among all involved in the total implementation of the district's program for exceptional children."

Communication encompassed knowledge of the law, understanding of the district's policy/procedures, cooperation between regular and special education personnel in implementing the program, developing access skills and techniques for working with students, and improving attitudes toward all of these issues.

2. *Validation of the problem statement.* (see detailed information in Needs Assessment Section.)

3. *Publicity activities to create awareness of the project within the district.* As in many districts, the feelings toward inservice in general tend to be negative. Although the importance of inservice activities is expressed, past inservice programs have often been viewed as ineffectual and not responsive to the needs of the teachers. Given this attitude, the task force felt a need to create awareness and support within the school community. This was accomplished in several ways:

a. Written communications in various forms were sent out early in the process detailing the NIN process, the district's involvement and task force progress, in addition to listing the staff support of these efforts. Publications included articles in the district staff newsletter (CONTACT), the Littleton Education Association newspaper, the district's media newsletter and informational fliers sent to all staff. As the process has continued update information has been sent out periodically.

b. Verbal reports have also been given to the superintendent of schools and principals on a regular basis by task force members. The Board of Education has been given periodic updates. Efforts have been expended to these areas because the task force has recognized the necessity of gaining the cooperation of these individuals through their understanding and support of this proposal.

c. Throughout the process other defined groups were allowed the opportunity to give informed input and periodic reports of the task force progress. The groups included members of the Superintendents Teachers' Advisory Council and Special Services building chairpersons, the community members of the Colorado Association for Children with Learning Disabilities, and parents and staff members of the Special Services Advisory Committee.

4. *Formal needs assessment.* (see detailed explanation in Section III.)

5. *Review of research, ongoing projects and available resources.* Throughout the process, the task force has made extensive use of the resource materials and services provided by NIN. Task force members have studied and attempted to apply the concepts included in the materials, such as information regarding the role of change agents, the steps of acceptance of innovations, the design and implementation of needs assessments and best practices in inservice education.

Following Littleton's formal needs assessment, the task force members also reviewed the abstracts of ongoing projects which appear to address the district's identified needs. In addition, one task force member attended NIN's regional meeting of project directors to gain more information about their projects. As the process continued the task force identified three ongoing projects which appeared to be directly relevant to this proposal. The directors of these projects — Margaret Dyer, Monroe County, Bloomington, Indiana; Barbara Fowler, University of Colorado, Boulder; and Natalie Hedberg-Davies, University of Northern Colorado, Greeley, were contacted by telephone or mail to obtain specific information, advice, and materials. In addition, the task force compiled a partial list of district resources which could be utilized in implementing Littleton's project. District personnel with areas of particular expertise as well as available district services were listed. Resources from the Southeast Board of Cooperative Services, Colorado Education Association, National Education Association, and Community mental health agencies were also noted.

6. *Collaborative development of the project.* This proposal is the result of collaborative planning between staff and administrators and between regular and special educators. As explained earlier, the task force which developed this proposal is representative of the district as a whole. During this process, the task force used a consensus decisionmaking process with no member or group of members dominating the discussion or decisionmaking. The task force met on a regular basis for 15 full-day sessions and numerous sessions after school. The district provided released time for each member for all of the full day meetings as a tangible show of support. In addition, the district provided secretarial and technical assistance. Minutes were kept of all meetings.

Needs Assessment

The assessment of needs for this proposal is considered an ongoing process. The information presented here details the multifaceted approach taken to develop the proposal. Attempts were make to use various techniques in order to allow input from the broadest possible spectrum of the school community. However, the task force acknowledges that needs will change during the span of the project and that continued needs assessment will necessarily be an important part of the project itself. To this time, four stages of the needs assessment have been completed.

Development of a Problem Statement

In an effort to concisely identify the district needs for continued improvement of services to handicapped students, the task force developed this problem statement: "The lack of effective communication among all involved in the total implementation of the district's program for exceptional children." Since the district special education program emphasized placing students in the "least restrictive environment" according to their needs, most handicapped students spend some portion of their school day in their regular educational programs. Thus, cooperation between regular and special educators is extremely important for implementation of the program. In this statement, "effective communication" is broadly defined to include knowledge, skills and attitudes relating to work with handicapped students.

Validation of the Problem Statement

Design. To affirm the validity of the problem statement developed by the task force, an informal two question interview protocol was used: (1) What is your main concern with the implementation of the district's total special services program, including mainstreaming? and (2) What factors led to this concern?

Administration. Each task force member was assigned one school and was to contact a minimum of ten staff members. The respondents were to include the building principal, the special services chairperson and a cross section of the remainder of the staff. Any additional staff member who asked to respond was allowed to do so.

The interviews were positively received and staff members were willing to cooperate. The task force contacted 125 respondents from over half the schools in the district. In addition, responses were received from the Special Services Advisory Committee (staff, parents and community members), the Superintendents Teachers' Advisory Council and Members of the Colorado Association for Children with Learning Disabilities (primarily a parent group).

Results. Results indicated that the original problem statement was validated. Responses from school to school and group to group were similar in their concerns. The concerns included:

1. Lack of knowledge of the law.
2. Confusion over district procedures, programs, staff.
3. Problems with the support services.
4. Poor transition between special and regular classes.
5. No time for joint planning program development meetings.
6. Attitudes of staff and student peers.
7. Inadequate training/skills for dealing with special students in regular classrooms.
8. Class size.
9. Confusion over curriculum for handicapped students.
10. Cost effectiveness of program.

General Broadcast Survey

Preparation. When developing a formal needs assessment tool, the task force agreed on the importance of getting input on needs from the total staff. In addition, the task force expressed concern that the information be gathered in a thoughtful manner. To ensure positive reception among staff and to gain cooperation in response to the needs assessment, a flier was sent to all certified personnel in the district.

Design. The task force felt a need for direction in designing the instrument. The district's Director of Research and Development was contacted and provided technical information in terms of structure, length, time limits and statistical analysis. These guidelines were strictly followed.

After reviewing past needs assessments in the district and samples provided by NIN and the National Education Association, the task force designed a 20-item questionnaire. This survey was based on the sample by Charles Henley, Michigan State University. This survey was modified and adapted to the areas of concern noted during the validation survey. Each item was stated in an unbiased manner and respondents were asked to respond on a single, four-point scale (none/little/much/great) as to their degree of interest, need to receive information or effect change regarding each item. Separate scales were not used for need/interest/change in that the task force felt any of these motivators would attract participants to activities dealing with the particular concern.

In addition to these concern areas, items were added to gain information on level of assignment and experience in working with handicapped students. A cover letter was drafted in which respondents were asked to voluntarily provide their name and telephone number if they were willing to be contacted for further information.

Administration. The task force felt the administration of the survey should be carried out in a manner which would afford consistency across the district and ensure high return of responses. Originally the task force had planned to personally present the survey at each building. Due to time constraints, however, it was decided that each building principal would present the survey to the building faculty. Only at the request of principals did the task force send a representative to administer the survey. The procedures for administration of the survey were outlined on the function sheets and explained to the principals at a meeting.

In elementary buildings the survey was conducted during faculty meetings. Time was provided in these meetings for explanation and response to the survey; surveys were collected at the end of the meeting. In the secondary schools, principals explained the surveys to the building faculty council or department chairpersons. These individuals then administered the survey within their individual department meetings. All certificated staff were contacted for response in these ways.

Results. Responses were received from 80 percent of the staff. The responses were hand tabulated for all responses. The respones indicated "much" or "great" needs/interest/desire for change were combined and assumed to indicate a favorable response. Percentages of favorable response were then determined for each level (elementary, junior high, senior high).

Items receiving over 70 percent favorable responses across all three levels are indicated on the following chart.

Item Number	Percent of favorable response	Topic
15	77	Assisting regular classroom teachers to improve the education of handicapped students.
18	76	Correlation between class size and the programming of handicapped students.
09	75	Effective techniques for integrating handicapped students into regular classrooms.
11	73	Development of an effective communication system among regular education, special services, and administration.
13	73	Making effective use of districtwide support personnel.
06	71	Effective procedures for identification, referral and placement of handicapped students.
12	70	Alternative environment for providing services to handicapped students.

Additionally, over 80 percent of the respondents had worked with handicapped students in their classrooms within the last five years. The total percentage of favorable response to each item is seen in Table 1.

Table 1: Percentage of Favorable Response on General Broadcast Survey

Item No.	Elem %	Jr High %	Sr High %
1	50	46	45
2	62	61	55
3	67	63	59
4	61	53	46
5	52	44	42
6	71	71	70
7	56	62	56
8	66	64	59
9	78	76	72
10	56	57	47
11	76	80	64
12	75	68	69
13	79	71	68
14	52	54	49
15	82	78	72
16	70	72	61
17	58	70	58
18	80	84	65
19	68	78	57
20	82	88	86

Approximately 20 percent (195) of the respondents supplied their names and telephone numbers indicating willingness to provide additional information. These respondents included 54 elementary staff, 65 junior high staff and 76 senior high staff members.

All staff were informed of the results of this survey and thanked for their response in a flier.

Discussion. During the course of this phase of the needs assessment, the task force encountered one problem which resulted from the fact that the survey was not pretested. It was found that the instructions to respondents were ambiguous. Respondents were confused in responding to their needs versus interest versus desire to effect change. Several principals contacted task force members for clarification. The rationale for the design was explained and principals were told to instruct their staff to mark according to degree of feeling, whether it be need/interest/change. Further, the task force found that respondents tended to be more willing to provide their names and telephone numbers when the survey was administered by a task force member.

Telephone Survey

Design. This phase of the needs assessment process was designed to gain more indepth information in the area of concern identified as most important (above 70 percent favorable response) on the General Broadcast Survey. In addition, preferences for incentives, time for scheduling activities and format were included to gain specific direction for planning the program activities.

A questionnarie was constructed to be administered over the telephone. Major sections included introductory paragraphs, identifying information, (name, level of position, school, grade/subject), and items dealing with specific areas of need in working with handicapped students in the classroom (e.g., materials development, consultation, curriculum modification, etc.), subject areas, communication, and the district's program incentives, time preferences, and format. Items were designed to elicit closed ("yes" or "no") responses. Additional comments were also recorded. The survey was designed to be completed in 10-15 minutes or less. A pretest of the survey revealed no major difficulties.

Administration. A random sample was taken of the 195 General Broadcast Surveys which were signed by the respondents. The sample included 34 percent of the signed surveys and was proportionate across levels according to district staffing and enrollment patterns (50 percent elementary, 25 percent junior high, 25 percent senior high). This was accomplished by arranging the signed surveys alphabetically and by level. Every second elementary respondent, every fourth junior high respondent and every third senior high respondent were chosen resulting in a sample of 66 staff members.

Since the task force felt that responses might be biased if a staff member were contacted by a principal, only the teacher members of the task force made the telephone contacts. Each member was assigned six telephone surveys to administer.

Results. The telephone survey met with positive response in general. Due to time constraints and difficulty in contacting all respondents, 85 percent of the telephone surveys were completed, representing at least an 80 percent completion rate at each level (elementary, junior and senior high).

The responses were hand tabulated and percentage of favorable response by level for each item was determined. Additional comments were reviewed and noted.. Items receiving at least 70 percent response across levels included needs in the areas of:

Item No.	Percent of favorable response	Topic
3	81	Consultation at time of need
8	78	Techniques for motivation
2	72	Assistance in curriculum modification
5	71	Jointly planning time with special services personnel

Other items indicated as areas of need at particular levels included:

Item No.	Elem %	Jr High %	Sr High %	Topic
1	96	83	*	Help in the materials development
6	96	83	*	Time for tutoring
7	76	75	*	Time for materials development
12	76	75	*	Informal diagnostic techniques
14	*	75	*	Techniques for effective use of aides/volunteers in work-with handicapped
15	88	*	*	Application of district grading standards to the evaluation of the mainstreamed children's progress in classroom
–	76	*	*	Existence of an encompassing communication problem
–	76	*	*	Need for development of a more effective communication system
–	76	*	*	Improvement of district procedures for identification, referral and placement of handicapped students.

*Indicates a favorable response less than 70 percent.

No particular subject area emerged as a single area of need in working with handicapped students.

In terms of the actual planning of inservice activities, 80 percent of the respondents preferred to receive college and recertification credit for participation, although nearly half of the respondents also indicated interest in participation for district inservice credit and personal growth. The respondents preferred release time (64 percent) or after school time (52 percent) in scheduling activities. The format preferred by respondents included demonstration lessons, consultative services, courses/workshops. Both structured responses and comments indicated that inservice activities needed to be practical, concrete, and visual in nature. The need for follow-up activities and assistance in application of concepts/skills was identified at the elementary (80 percent) and junior high (83 percent) levels. The total results of the telephone survey is shown in Table II on the following page.

Discussion. The result of the telephone survey confirmed needs in the areas of communication relating to knowledge and skills for working with handicapped students. Most of these needs relate to individual teachers and children at the building and classroom level and specific training activities can be planned to allevaite these concerns on an individual basis. The task force found it interesting that only elementary level respondents strongly indicated the existence of a more encompassing communication problem.

This finding may be related to the fact that special services programs at the secondary building level have been adjusted to provide special services personnel time to consult with classroom teachers on a regular basis. These programs are generally seen to be an improvement; hence less concern is felt at the secondary level. The elementary special education programs are making similar adjustments to be put into effect for the 1979-80 school year.

Littleton Colorado Attachments

Immediately following Table II are copies of the Littleton Colorado attachments.

Accompanying the attachments was the following note:

As promised in a previous flier, you are now being asked to complete a needs assessment survey designed to help us determine the staff's areas of concern regarding participation in the special services procedures. It is important that we have a large response to this instrument.

This survey is designed to indicate general areas of concern. In order to obtain more specific data, it will be necessary for the NIN Task Force to collect additional information. If you are willing to express your more specific views on this matter, please write your name and phone number in the space provided on the survey.

Table II: Results of Telephone Survey

		% Favorable Response		
Item No.	Special Area of Need	Elem	Jr Hi	Sr Hi
01	Materials Development	96	83	57
02	Curriculum Modification	80	75	68
03	Consultation at time of Need	96	95	73
04	Demonstration Lessons	72	95	52
05	Joint Planning Time	80	67	73
06	A Time Tutoring	96	83	57
07	A Time Material Development	76	75	57
08	Techniques for Motivation	84	67	84
09	Behavior Management	68	58	52
10	Classroom Management	56	67	68
11	Scheduling	40	50	31
12	Informal Diagnostic Techniques	76	75	52
13	Methods/Materials for Peer Acceptance	60	67	63
14	Techniques for Use of Aides/Volunteers	64	75	63
15	Application of District Grading Standards	88	50	57
	Subject Areas			
	Developmental Reading	36	42	36
	Content Area Reading	54	42	47
	Language Arts	52	42	31
	Math	48	33	21
	Science	32	33	14
	Physical Education	24	00	21
	Music	12	00	14
	Art	30	08	15
	Practical Arts	28	25	31
	Communications			
	Does Encompassing Problem Exist?	76	58	29
	Should an Effective System be Developed?	76	58	29
	District Procedures			
	Should procedures be Improved?	76	67	36
	Incentive			
	College Credit	84	75	78
	District Inservice Credit	60	42	36
	Personal Growth	47	33	42
	Time			
	After School	60	33	68
	Weekends	12	00	10
	Release Time	80	72	52
	Format			
	Speaker/Lecturer	52	17	47
	College Courses	68	58	52
	Material Production Workshop	76	63	26
	Consultive Services	76	42	52
	Simulated Classroom	48	53	52
	Workshops/Class with follow-up consultation	80	83	47
	Individualized Instruction	52	50	31
	Diagnostic Prescriptive Teams	68	08	63
	Establishment of Professional Development Ctr.	64	42	58
	Mini-workshops	84	63	63
	Idea-Sharing Seminar	60	42	52
	Hands-on Workshop	84	58	52
	Demonstration Lessons	72	63	63
	Building Level Workshops	64	33	37
	Small Group Discussions	40	36	52

NIN GENERAL NEEDS ASSESSMENT

CIRCLE RESPONSES:
Level of Position: Elementary Junior High Senior High Other

Responses indicate degree of interest, need to receive additional information, or affect change regarding the following topic:

		None	Little	Much	Great
01.	Recent federal and state legislation regarding handicapped students	1	2	3	4
02.	Clarification of district policy for educating handicapped students.	1	2	3	4
03.	Roles and responsibilities at the building, district and state levels.	1	2	3	4
04.	Coordination and administration of special services programs.	1	2	3	4
05.	Due process in special services procedures.	1	2	3	4
06.	Effective procedures for identification, referral and placement of handicapped students	1	2	3	4
07.	Case discussion, staffing and other diagnostic procedures: What must be done, why, how, when?	1	2	3	4
08.	Rationale and philosophy for mainstreaming handicapped students.	1	2	3	4
09.	Effective techniques for integrating handicapped students into regular classrooms.	1	2	3	4
10.	Clairification of the meaning of "least restrictive environment".	1	2	3	4
11.	Development of an effective communication system among regular education, special services and administration.	1	2	3	4
12.	Alternative environments for providing services to handicapped students.	1	2	3	4
13.	Making effective use of districtwide support personnel.	1	2	3	4
14.	Developing an Individual Educational Program (IEP) for each handicapped student.	1	2	3	4
15.	Assisting regular classroom teachers to improve the education of handicapped students.	1	2	3	4
16.	Curriculum refinement responsive to student needs and classroom management	1	2	3	4
17.	Understanding the criteria for each of the handicapping conditions	1	2	3	4
18.	Correlation between class size and the programming of handicapped students.	1	2	3	4
19.	Techniques for improving active parental involvement and support in the education of the handicapped student.	1	2	3	4

20. Within the last five years have you had or do you now have an identified handicapped student in your classroom? YES NO

21. Are there any other topics or concerns you would like to see addressed? YES NO

Please specify:____

____

Optional:

Name:_____________________ School Phone:__________ Home Phone:________

TELEPHONE SURVEY

Name: ____________________

LEVEL: Elementary: ________ Junior High: ________ Senior High: ________

SCHOOL: ____________________ GRADE/SUBJECT: ____________________

The NIN Task Force is now developing our proposal for our staff development plans for next year. Our charge is to develop activities to adi classroom teachers in dealing more effectively with their students, especially those with handicaps. We hope you will provide specific information which will help us to design our program.

We have a questionnaire which will take a maximum of ten minutes to complete. Do you have time to answer now, or when may I call you back?

These items will relate to the questions which ranked highest on our Needs Assessment Survey. Which of these areas would you like to see included in our staff development program? Answer :

		YES	NO
01.	Help in materials development	___	___
02.	Assistance in curriculum modification	___	___
03.	Consultation at time of need	___	___
04.	Demonstration lessons	___	___
05.	Joint planning time with Special Services personnel	___	___
06.	Aide time for tutoring	___	___
07.	Aide time for materials development	___	___
08.	Technique for motivation	___	___
09.	Behavior management	___	___
10.	Classroom management (grouping, individualizing, use of centers, games, etc.)	___	___
11.	Scheduling	___	___
12.	Informal Diagnostic techniques	___	___
13.	Methods and materials to aid peers in acceptance of handicapped children	___	___
14.	Techniques for effective use of aides and/or volunteers in working with handicapped students	___	___
15.	Application of district standards to evaluation of mainstreamed student's progress in classroom	___	___
16.	Other: ____________________	___	___

For mainstreamed students in your classroom, would you like help in providing instruction in any of these areas:

___ Developmental Reading
___ Content Area Reading
___ Language Arts
___ Math
___ Science
___ Other: ____________
___ Physical Education
___ Music
___ Art
___ Practical Arts (home ec, typing, etc.)

One of the major concerns indicated on our Needs Assessment was the development of our effective communication system between regular and special education. Some of the items just discussed may help to alleviate the problems on an individual basis. Answer:

	YES	NO
Do you feel a more encompassing communication problem exists?	___	___
If yes, do you feel a more effective communication system *should* be developed?	___	___
Another concern indicated was the procedures for identification, referral, and placement of handicapped students, do you feel these district procedures need to be improved?	___	___

In planning our program, there are many formats that might be used. Which options would be attractive to you?

INCENTIVE

___ College credit
___ District inservice credit
___ Personal growth

TIME

___ After school
___ Weekends
___ Release Time
___ Summer

FORMATS

___ Speaker/lecturer
___ College courses
___ Material production workshop
___ Consultative Services
___ Simulated classroom
___ Idea sharing seminar
___ Hands-on workshop
___ Demonstration lessons
___ Building level workshops
___ Small group discussions
___ Workshop/class with follow-up consultation
___ Individualized instruction (learning packets)
___ Diagnostic-prescriptive team as consultants
___ Establishment of professional development center
___ Mini-workshop (short, single topics)
___ Other:

DATA ANALYSIS
(Guide)

Prepared by

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DATA ANALYSIS (Guide)

At this stage in the needs assessment of the NIN project you should have: (a) identified possible staff development problems within your education unit, (b) developed an action plan to verify (check out) whether or not the perceived problem exists, (c) implemented the verifications plan, and (d) compiled the results of the problem verification.

So, what will you do with this data? Where do you go from here? The answer to this will depend on the size, complexity, and nature of your plan. At the simplest, data analysis may be a team member reviewing the results, drawing conclusions, and reporting verbally to other team and staff members. At its most complex, data analysis may involve elaborate computer processing that results in a multi-volume research study on a large-scale, comprehensive plan. Obviously at this stage of the needs assessment process the task remains simplistic and then gradually becoming more complex.

The immediate questions to be dealt with are how should this analysis of the verification data be done, and how can we better prepare ourselves for the complexity of the next phase, analysis of the needs assessment data.

Included in this data analysis packet are categorical definitions, grid worksheets (one for problem verification, one for the needs assessment proposal) and a three-way test for involvement in decisionmaking. These definitions, worksheets and explanations may be used for introspectively contrasting what you have accomplished and how you can use your data results in forming new directions.

Categorical Definitions for Analysis Grid

A. *Data Gathering Method(s)* – techniques used for problem verification and potential needs assessment.

1. *Effectiveness* — What methods were used? How effective were the methods in accomplishing the activities? Did the methods provide the information you thought they would get?
2. *Adequacy* — Were the methods appropriate? How appropriate were they and to what degree? Could you have developed more appropriate methods?
3. *Efficiency* — Are there other methods which could have accomplished the same results at a lower cost (i.e., time, money, personnel, etc.)? Could you have altered the same methods and made it more efficient?

B. *Target Group(s)* – Listing of the respondents used for data gathering.

1. *Percent Contacted and Percent of Responses* — Actual numbers from the verification stage
2. *Relevance* — Is the person or group most affected by the decision represented?
3. *Expertise* — Is the person or group who has expert knowledge on the subject represented?
4. *Jurisdiction* — Is the person or group who will be responsible for carrying out the decision represented?

C. *Side Effects* – What are the anticipated/unanticipated and desired/undesired side effects of the resources, strategies, methods, and objectives? To what extent did these side effects occur? What unanswered questions evolved? What are the anticipated next steps?

ANALYSIS GRID 1

Steps Data Gathering Method(s)		Effectiveness	Adequate	Efficiency
Target Group(s) % Contacted	% Responses	Relevance	Expertise	Jurisdiction
Side Effects		Unanswered Questions	Outcomes ______	Next Steps ______

ANALYSIS GRID 2

Steps	Problem Verification Plan	Needs Assessment Plan
Data Gathering Method(s)		
Target Group(s)	% Contacted / % Responses	% Contacted / % Responses

A 3-Way Test for Involvement in Decisionmaking*

One of the most critical parts of the decisionmaking process is determining who should be involved. Unless all relevant constituencies are identified and included in the process, the decision made runs the risk of being stabotaged.

There are numerous models one could refer to for assistance in structuring the decisionmaking process. A very simple system, *The 3-Way Test for Deicsion Making*, can be employed to assure appropriate representation. It is based on the premise that, in any decision, three points of view should be represented: relevance, expertise, and jurisidiction.

Relevance draws forth the point of view of those who will be most affected by the decision; for instance if you decide to substitute a resource room program for formerly self-contained special education classrooms, parents, special education and regular classroom teachers will be affected.

Expertise includes the point of view of those holding expert knowledge in the area of the decision; for instance should you want to institute a curriculum about handicapping conditions in your middle school, persons such as parents with handicaps, curriculum specialists, and members of the local association for Retarded Citizens may add expert knowledge.

Jurisdiction considers the point of view of those responsible for implementing the decision; for instance, should you want to form assessment teams in each of the schools in your cooperative, principals, heads of psychological services, or area consultants may have major responsibility for implementing the plan.

When a true decision is to be made, one can apply the 3-Way Test to evaluate whether all the necessary and appropriate constituencies have been consulted:

1. *The Test of Relevance:* Is the person or group most affected by the decision represented?
2. *The Test of Expertise:* Is the person or group who has expert knowledge on the subject represented?
3. *The Test of Jurisdiction:* Is the person or group who will be responsible for carrying out the decision represented?

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*The 3-Way Test for Involvement in Decisionmaking is adapted from Robert G. Owens, *Organizational Behavior in Schools*, Prentice-Hall, 1970.

ASSESSMENT PROBLEM SOLVING
(Exercise)

Prepared by

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ASSESSMENT

PROBLEM SOLVING

. please use scrap paper when solving questions

PROBLEM 1

A PLANNING TEAM MEMBER FROM X PLANNING DISTRICT HAS ASKED YOU TO RECOMMEND *ONE* BEST TECHNIQUE FOR COLLECTING NEEDS ASSESSMENT INFORMATION. WHAT WOULD BE YOUR RESPONSE?

Any response that includes a statement that cautions the person to avoid reliance on the use of *only one technique or method* for collecting information. Using two or more procedures increases the reliability and validity of results.

PROBLEM 2

A SUPERINTENDENT FROM A LARGE, RURAL COOPERATIVE FROM A WESTERN STATE IS VISITING YOUR PLANNING DISTRICT. SHE IS VERY INTERESTED IN RECEIVING INFORMATION ABOUT EFFECTIVE NEEDS ASSESSMENT INSTRUMENTS. LIST AND DESCRIBE AT LEAST THREE INSTRUMENTS YOU WOULD RECOMMEND.

Any of the following are acceptable:

- interviews
- telephone surveys
- questionnaires
- checklists
- content analysis of existing records
- observation
- group process techniques
- Delphi technique
- testing
- hearings
- Task force/committees
- sampling

BELOW IS THE ASSESSMENT OF A CSPD PLAN. PLEASE REVIEW AND JUDGE WHETHER IT MEETS THE MINIMUM CRITERIA OUTLINED IN THE NEW EDITION OF THE "PERSONNEL DEVELOPMENT PLAN FOR LOCAL SPECIAL EDUCATION PLANNING DISTRICTS". YOU MAY USE A COPY OF THE DOCUMENT AS A GUIDE FOR SOLVING THIS PROBLEM.

WILLAMETITE VALLEY NEEDS ASSESSMENT

The planning team conducted needs assessment with the cooperation of buildings principals and other administrative staff from March to June, 1980. All staff (100%) had one or more opportunities to participate in assessment activities.

Quantitative Assessment:

General survey —
- Form A for all regular instructional and administrative staff in March and April, 1980.
- Form B for all special education staff, April, 1980.

Central Elementary School staff completed a needs assessment questionnaire as a preliminary activity in January, 1980.

Qualitative Assessment:

The Nominal Group Process was used with the Sara High staff in January, 1980; the L.D./Mi.M.H. staff in January; the Speech-Language and Audiology staff in March; and the Mi.M.H. staff in April, 1980.

Interviews of selected and requested staff were done with 50 persons across all disciplines and assignments using a formal interview format.

Prioritizing and weighting of data were done at each assessment event.

Results of Needs Assessment: Scope of Needs

Personnel Group	Identified Needs
Mi.M.H. Staff N=16	1. How do I change the attitudes of students toward the learning environment? 2. Stimulating parent interest and involvement in the program. 3. Curriculum development and individualizing for reading and math. 4. How to teach about sexuality, morality, and values. 5. Practical methods for managing behavior and learning problems.
L.D./Resource Staff N=8	1. Knowledge of P.L. 94–142 and how it affects all teachers. 2. Awareness of educationally unique children and how to seek assistance for them. 3. How to modify programs to meet special needs. 4. How to create a good learning atmosphere. 5. Altenative short- and long-term grading techniques. 6. Flexibility in teaching, awareness, and development.

Personnel Group	Identified Needs
Central Elementary N=17	1. Awareness of Special Education legislation. 2. Procedures for identification-referral and placment of handicapped students. 3. Effective techniques for mainstreaming. 4. Assistance in improving instruction by regular teachers for handicapped students.
Sara Junior High N=50	1. Techniques for stimulating motivation, listening, thinking and self direction. 2. Individualizing instruction. 3. Identification of handicapped students. 4. Management of students with emotional and behavior problems. 5. Materials development — leveled.
Instructional Staff Interviews N=27	1. Help in materials development. 2. Techniques for motivation. 3. Behavior management. 4. Methods to aid peers in acceptance of handicapped children.
Speech/Audiology Staff N=8	1. Locating and using reliable tests for auditory skills. 2. Knowledge of specific tests of ability and achievement — strengths and weaknesses. 3. Defining the role of the Speech clinician with the learning disabled child. 4. Information about mental health programming. 5. Language intervention with reading problems, phonic, etc.
Administrative Staff Interviews N=10	1. Improving public relations. 2. Improving the education atmosphere in our schools. 3. Behavior management — discipline. 4. Management of the teacher contract. 5. New teacher orientation.
Elementary Teachers	1. Awareness of special education legislation and affect on regular education. 2. Guidelines for mainstreaming. 3. Differences in learning and developmental patterns in normal and disabled individuals. 4. Dealing with frustrations, insecurities, and fears with respect to working with handicapped students. 5. Choosing appropriate informal testing techniques.
Secondary Teachers	1. Selection and use of informal assessment procedures. 2. Information about mainstreaming. 3. Techniques for determining a student's level of performance in subject matter areas. 4. Stimulating motivation, thinking, and self control. 5. Characteristics of educationally unique and handicapped students.

The plan meets the following criteria:

- procedures used to determine needs are described.
- while personnel groups are listed and the plan states that "all staff had one or more opportunities to participate" percentages of each group assessed is not given.
- plan does not place in priority order personnel groups identified as needing training.
- topical or content areas of inservice for each group is listed.

PROBLEM 4

LIST AT LEAST THREE QUALITY NEED ASSESSMENT PRACTICES RECOMMENDED BY THE NEW INDIANA CSPD "PERSONNEL DEVELOPMENT PLAN FOR LOCAL SPECIAL EDUCATION DISTRICTS".

Any of the following:

1. Using two or more procedures for collecting needs assessment information, e.g., surveys, interviews, analysis of program review reports.
2. Assessing at least 10% of the total numbers of personnel in all pesonnel categories.
3. Assessing local strengths as well as local needs.
4. Conducting an annual assessment.
5. Providing feedback on the results of assessments to participants.
6. Developing a timeline for future needs assessments.

PROBLEM 5

REREAD THE ASSESSMENT SECTION OF THE CSPD PLAN FOR PROBLEM 3. THIS TIME IDENTIFY WHICH RECOMMENDED PRACTICES WERE USED BY THE PLANNING DISTRICT. YOU MAY USE THE ANSWER KEY FOR PROBLEM 4 AS A GUIDE.

The following recommended practices were used:

- practice number 1.
- practice number 2.

Program Development

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INSERVICE BEST PRACTICES: THE LEARNINGS OF GENERAL EDUCATION

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Inservice Best Practices: The Learnings of General Education

The general education literature on inservice is vast and yet surprisingly convergent. There is near-unanimous agreement that, (a) the current status of inservice practice is deplorable, (b) hard research in inservice is meager, (c) broad-based conceptualizations of inservice are lacking, and (d) the very meaning of the word "inservice" is problematic. But there also exists substantial agreement as to what constitutes several "best practices" of inservice education. For example, few would take issue with the proposition that it is important to involve the clients of inservice in planning their own programs. This proposition or statement of a best practice is well supported in the empirical research on educational change.[1] Other best practice statement, perhaps equally potent, can be gleaned from the non-empirical literature. What follows is an attempt to describe a composite model of exemplary inservice education derived from a selection of comprehensive sources and basic references in the field.

The method used to draw inferences and reach generalizations about inservice was a crude form of "meta-analysis," to use Glass' phrase.[2] That is, an analysis of analyses was conducted in order to integrate findings. The criteria used to decide on a best practice statement were empirical support, cogency of argument, and repetition of mention in the literature. The result of this process is a consensual listing arranged thematically that represents, at least to a degree, best thinking about best practices.

Sources included the following among others: major studies of educational change sponsored by RAND[3] and I/D/E/A/[4]; a summary of inservice teacher education sponsored by the National Center for Educational Statistics and the National Teacher Corps[5]; recent state-of-the-art analyses of research in inservice,[6] change,[7] implementation,[8] instruction,[9] curriculum,[10] postsecondary education,[11] and school politics[12]; recent collections of writings about inservice representing diverse points-of-view[13]; position statements of teachers' unions[14]; reports supported or released by state education agencies[15]; plus illustrations of experimental situations and consensus reports of working groups.[16] In essence, an attempt was made to survey a reasonable selection of the most current and authoritative literature available.

For heuristic purposes, and in order to arrange bsst practice statements in some logical configuration, it is useful to differentiate three domains of inservice, the procedural, the substantive, and the conceptual. (See Figure 1.) Each domain entertains distrinct questions to be decided in particular ways according to specific criteria, though it is clear that each is grounded in the others. The procedural domain includes chiefly political questions of control, support, and delivery of inservice activities, and it relies upon negotiation in order to achieve consensus. Procedural questions such as when should inservice activities take place, are political because they require an allocation of resources. An example of a substantive question, on the other hand, is how should inservice sessions be taught? Within the substantive domain, the criteria for deciding issues are technical. Deciding in what manner and sequence to teach needed skills is, after all, a problem requiring considerable technical expertise. Within the conceptual domain, the questions are more philosophical. What are the purposes of inservice education? Logical reasoning is needed to answer conceptual questions in a manner that is cogent, clear and consistent.

Certainly one best practice in inservice is to match problems with appropriate problem-solving strategies. If for example the question at hand is what whould be taught in an inservice program addressing the needs of regular educators who serve handicapped children — a substantive issue — then the political question of whether or not a full-time teacher should deliver the program is irrelevant.[17] Technical expertise is called for in this instance, not political support. Similarly, conceptual questions concerning the coherence of statewide inservice policies cannot be decided by substantive expertise alone. Again, there are appropriate and there are inappropriate ways to try to solve problems. Confusion on this point has served to exacerbate difficulties in all three domains of inservice.

Within each domain, one or several statements of best practice, usually phrased in the form of prescriptions, are presented for various functions. Each statement is corroborated in the literature under review; however, citations are listed only for representative points raised in support or by way of explanation.

Figure 1: The Three Domains of Inservice

	Procedural Domain	**Substantive Domain**	**Conceptual Domain**
What sorts of questions are entertained?	political	technical	philosophical
How are these questions decided?	by negotiation among parties to achieve a reasonable consensus	by expertise derived from empirical research and practical experience	by logical reasoning
What are "best" criteria for evaluation?	such as these: openness fairness accountability	such as these: effectiveness adequacy relevancy	such as these: consistency clarity cogency
What is the "ideal type"?	a democratic context for inservice	a sound inservice program	a coherent conceptualization of inservice
Examples	strategies for controlling, supporting, and delivering inservice	the process and content of inservice	inservice theories, perspectives, and rationales

Best Practices in the Procedural Domain

Control Function. Inservice is a power issue for teachers; thus, the procedural function of control looms large in the literature. The question of who is responsible for inservice teacher education remains open. But because no single group controls the inservice education of teachers, control is described in terms of parity in decisionmaking, the sharing of resources, and cooperation to achieve common ends. The password in discussions of inservice control, it seems, is "collaboration."

1. *Decisionmaking should proceed as an authentic collaboration of inservice clients, providers and relevant constituencies.* The corollaries to this prescription are that decisionmaking should involve all those affected by inservice decisions and be as close to their situations as possible, and that decisionmaking should represent the shared interests of agencies and major interest groups.

There are two clusters of support for this statement of best practice. First, the inservice education of teachers cannot reasonably be expected to come under the control of any one group, and so collaboration in some form is likely to become the standard means to arrive at reasonable consensus. As far as teachers' organizations are concerned, an openended demand for teacher-control of inservice would be incompatible with, (among other principles) the legal precedents emerging from the right-to-a-suitable-education litigation for handicapped and other students.[18] With regard to institutions of higher education, there would appear to be a fundamental conflict between the academic role of the university and the rightful needs of public schools for inservice programs.[19] Neither is it likely that state and federal bureaucracies will take control of inservice, for, to reapply the thinking of De Tocqueville, the functions of education in a federal system may be centrally overseen but not centrally administered, or at least not successfully.[20]

Second, sound educational reasons exist to collaborate in decisionmaking, among them: to improve the quality of inservice by gaining multiple perspectives, to increase participants' sense of ownership, to create a climate in which joint planning and operating are encouraged, to enlarge the circle of participants, to reinforce the notion that decisions ought to be made on the basis of competence rather than position, and so on.[21]

Support Function. The general education literature adequately recognizes the commonplace that inservice costs money. Materials, release-time, a professional development center – in some cases these and other expenses may be prerequisites for effective inservice programming. The problem is that inservice remains everyone's issue and no one's priority. Money committed to inservice is usually paltry, but then this is not due to any inherent legal or administrative constraints. Alternative forms of collaborative funding that do not violate the authority of local education agencies appear to be possible.[22] For certain, a best practice in inservice is that inservice programs should be adequately supported, preferable with long-term, hard money. But other supportive factors, not necessarily costing money, may just as readily spell success (or failure) for inservice.

II. A. *The incentives for participating in inservice programs should emphasize intrinsic professional rewards.* The corollary to this is that there should not be disincentives: inconvenient times or locations or other factors that would penalize participation.

The research literature does not support the notion that extrinsic rewards such as extra salary credit, extra pay and so on, will induce teachers to work hard planning or participating in inservice programs if professional motivation is absent.[23] The effective implementation of inservice requires, in a word, human support – personal contact and interaction among clients, planners, providers and consultants, and the growth of a professional supportive culture.[24]

II. B. *Inservice programs should be explicitly supported at the outset by district and building administrators.* Although teachers work best with their peers in planning and sharing activities, the attitudes of principals and superintendents are important to the success of their work. Involvement in inservice requires extra effort on the part of teachers who need to feel that their contributions are recognized and appreciated by administrators. Thus formal institutional backing, very early on, is required to legitimate teachers' efforts and to coordinate teachers' plans.[25]

II. C. *Outside agencies/consultants may be helpful in supportive roles.* A corollary is that outside agencies/consultants should offer neither too much nor too little help. The purpose of consultant work is to help teachers adapt, not adopt innovations, and to help them learn how to solve problems rather than solve their problems for them. One way to structure consultations in a manner helpful to teachers is the "advisory approach" whereby consultation is made only at the request of a teacher, it is limited to the teacher's expressed needs, and it takes place at school during school hours.[26] A second way for consultants and their agencies to be helpful is to organize and operate statewide dissemination systems of information pertinent to the planning and delivery of inservice. A third option is for consultants to help form temporary task forces of inservice planners in local school districts and then to make their services available directly to the task forces as needed.[27]

Delivery Function. The effective delivery of inservice requires that specific attention be directed to implementation strategies, to design issues, to the principle of assessing needs, to staff and site questions, and to the problem of evaluation. The general education literature has a great deal to say about each of these procedural issues, and there is a fair amount of agreement as to what constitutes best practices. As is the case in current discussions of control and support functions, collaboration is a fundamental concept.

III. A. *The implementation strategy should include continual professional growth activities and the local development of materials, within a framework of collaborative planning by participants.* The idea behind locally developed materials, be they teachers' guides or instruments to monitor interaction in classrooms or whatever, is less to "reinvent the wheel" than to furnish an impetus for modifying and adjusting materials and programs. So too with continual training and support activities — each instance of interaction provides an occasion for collegial sharing. Inservice problems are never really "solved," after all. The perceptions and priorities of people working together in schools shift according to changing conditions. The collaborative planning of implementation strategies is thus a viable response to a situation in flux.

III. B. *The design of inservice programs should be complex and ambitious.* A corollary is that inservice goals should be clear and specific. At least two reasons have been advanced in support of ambitiousness and complexity. First, such projects are not likely to be trivial and routine. If successful, they promise to have an impact.[28] Second, bold projects are more likely to appeal to participants (and so to offer intrinsic rewards) than are more modest designs that may suffer from association with that which has been tried in the past.[29]

The dilemma is that complex, ambitious inservice designs, though they promise more, are more difficult to carry off. Conceptual clarity about the goals of an inservice plan to be achieved during implementation and as a result of collaborative planning can increase the likelihood that the goals will be achieved.[30]

III. C. *Inservice programs should be planned in response to assess needs.* A corollary is the interests and strengths of participants should also be assessed. There is no quarrel with the idea that the needs, interests and strengths of participants should be assessed in planning inservice activities. Further, there is empirical backing for the idea that programs should be congruent with identified needs.[31] The knotty problem is, whose needs should be assessed, and how? Should the needs of students, staff or programs be given priority? And what constitutes best practices in inservice? At present, there are no consensual answers to these questions, few models, and little evidence.[32]

III. D. *Inservice trainers should be competent.* The corollary is that each person is often his/her own most competent trainer. The question as to who should deliver inservice is now a loaded one, and as a result some groups have taken doctrinaire positions. Research indicates that teachers themselves or other practicing teachers are more successful leaders and trainers than are administrators or university professors.[33] But the core issue remains competence, not position.

III. E. *The school site should be the locus of inservice activities.* Of course the exact nature of planned activities should be determinant of location, but for most purposes the school site has the distinct advantage of being "job-embedded." At school, teachers, the environments of teaching, and inservice training can achieve a practical unity. Furthermore, teachers generally prefer to have inservice activities conducted at school, on school time.[34] As far as planning is concerned, on the other hand, there may be distinct advantages to moving off-site in order to gain perspective or just to escape the "dailiness" of school.

III. F. *The evaluation of inservice should be a collaborative venture whose primary purpose is to assist with planning and implemeting programs.* There is a large and growing literature on educational evaluation, and there are more than several schools of thought. One set of guidelines for the evaluation of staff development programs, as syncretic as any, suggests that evaluation be ongoing, public and explicit, unobtrustive, comprehensive, and informed by multiple sources and varieties of data.[35] That evaluation should be helpful to planning and implementing programs is open to question. Neither is there a responsible objection to seeing evaluation as a shared activity. The logic of collaborative working arrangements requires collaborative techniques with which to evaluate.

Best Practices in the Substantive Domain

The focus of general education is the procedural domain, not the substantive. Topics concerning the control, support and delivery of inservice appear more frequently in the literature than do topics related to content or process, and they are treated in finer detail. Clearly, the substantive needs of general educators are so diverse that it is impossible for them to be addressed comprehensively in general writings about inservice. But there are other reasons as well to explain why the substantive domain is slighted. For one, substance is simply not as provocative as procedure. An issue concerning the political power dimensions of inservice is more likely to spark controversy and be discussed at length than is a problem haveing to do with, say, instructional methods for adult learners.

Second, the emphasis on procedural issues reflects current themes in education as a whole. It is widely held by those who want to reform education in some fundamental way that the greatest problem is control by self-serving elites, bureaucracies, or professionals. The solution is assumed to be more democratic forms of governance — give the clients of educational systems, the students, parents and citizens, more direct control.[36] A similar argument exists vis-a-vis inservice, in that now the clients-teachers are demanding more power. Increased collaboration is the slogan.

A comparison of general educational writing and thinking with that of special education is instructive. In special education, the substance of inservice is less at issue partly because substantive prescriptions are embedded in law. The content of special education inservice is bound to include due process, comprhensive planning, IEP's, and other items included in Public Law 94—142, for some years to come. Furthermore, there exists considerable consensus within the field of special education concerning the value of diagnostic-prescriptive teaching. As for general education, however, there is neither consensus nor legal mandate (except, perhaps, in minimal competency legislation). For these reasons, therefore, it is difficult to come by best practice statements in the substantive domain that achieve much specificity.

Content Dimension. The literature reveals an emerging theme having to do with inservice content and the growing recognition of a curricular truism. The theme is that curriculum development and inservice education are by nature so well matched that great things could come from a permanent union. One recent volume fairly bubbles with enthusiasm for the "breakaway" idea of integrating the two.[37]

The truism is that if Spanish is being taught you won't learn French. Or, the content of inservice will affect the outcomes. If problem-solving skills are not made a part of inservice activities, then it is unreasonable to expect that the activities will help teachers solve problems. This is an obvious point, but one often obscured in talk about procedures. Content does indeed matter in inservice education, and it deserves more attention.

IV. A. *A content of inservice should be derived from assessed needs.* A corollary is that problem-solving skills are likely to be a needed content dimension of inservice. The idea of problem-solving skills as a needed content is justified on two levels. On a first level, the learning style of many teachers is probably more like problem-solving than anything else,[38] and so the wisdom of teaching such skills is apparent. On another level, the skills many teachers use in teaching are themselves problem-solving competencies such as planning, classroom decisionmaking, the analysis of classroom transactions, and action research.[39] The advantage of inservice content that emphasizes problem-solving is thus its congruence with professional learning/teaching styles.

IV. B. *Inservice content should be directed toward changing teaching, not student behavior.* This prescription has empirical warrant[40] as well as logical consistency. Inservice education is for professional staff members, not students. The content of inservice should be designed for those most directly involved — the teachers — and it should be evaluated accordingly. And yet there remains a nagging question, largely unexplored in the literature, that must be appended, namely, how does inservice affect changes in children? The conceptual issue is therefore, who should be the ultimate beneficiaries of inservice?

Process Dimension. Prescriptions in the process dimension of inservice must be tempered by the finding of Lawrence *et al.* that "no medium of instruction is broadly inappropriate or distinctly inferior in the accomplishment of the objectives of inservice education."[41] A recent review of the research in teaching, however, has drawn several inferences as to how to achieve greatest achievement. A significant insight is that teachers should maximize the time for academic learning and minimize time wasted in maintenance tasks.[42] The implication for teaching/training in inservice education is obvious.

V. *The process of inservice education should model good teaching.* A number of good teaching models have been explicated in the literature, each having different characteristics and purposes; the common prescription is to use them appropriately.[43] The inservice literature, drawing from adult learning theory, is more explicit in its recommendations. To "model good teaching" in inservice is coming to mean the following: encourage active learning, use self-instructional methods, allow great freedom of choice, involve demonstrations, supervised trials and feedback, and be adaptive to the real life conditions of adults.

Best Practices in the Conceptual Domain

There are those who take the synoptic position that what is needed most of all in inservice education is a more adequate conceptualization, better theory, and a more accommodating rationale.[44] Others take a different stance, arguing that theory is inherently unable to provide definitive programs and that what is most needed are tentative strategies.[45] Consensus on the role of theory in inservice education is not likely. What consensus there is within the conceptual domain is related to two fundamental concepts.

VI. A. *Inservice education should follow a developmental, not a deficit model.* The developmental model of inservice education is one where teachers are seen as being skilled professionals who bring unique abilities and positive attitudes to inservice. Teachers are not seen as needing inservice training because they lack the necessary skills to do an effective job. The developmental assumption is that teachers need not be weak in order to become stronger. Unfortunately, the developmental model is not widely enough accepted nor understood by non-teachers even though its truth is simple and undeniable: people try to perform up (or down) to expectations.

VI. B. *Inservice should be an integral part of the total school program.* Support for this prescription is strong. Inservice should be "linked to a general effort of the school" rather than being a "single-shot," according to one review.[46] Inservice should be "continuous" in the view of the AFT.[47] It should be "the core of effective professional practice,"[48] and "an essential element of the educational process,"[49] according to others. Few writers or researchers will deny that this statement is a best practice concept, but even fewer point to situations where it has been wholeheartedly acted upon.

Figure 2: Fifteen Best Practices in Inservice Education

01. Decisionmaking should proceed as an authentic collaboration of inservice clients, providers and relevant constituencies.

> Corollary: Decisionmaking should involve all those affected by inservice decisions and be as close to their situations as possible.

> Corollary: Decisionmaking should represent the shared interest of agencies and major interest groups.

02. The incentives for participating in inservice programs should emphasize intrinsic professional rewards.

> Corollary: There should not be disincentives—inconvenient times or locations or other factors that would penalize participation.

03. Inservice programs should be explicitly supported at the outset by district and building administrators.

04. Outside agencies/consultants may be helpful in supportive roles.

> Corollary: Outside agencies/consultants should offer neither too much nor too little help.

05. The implementation strategy should include continual professional growth activities and the local development of materials, within a framework of collaborative planning by participants.

06. The design of inservice programs should be complex and ambitious.

> Corollary: Inservice goals should be clear and specific.

07. Inservice programs should be planned in response to assessed needs.

> Corollary: The interests and strengths of participants should also be assessed.

08. Inservice trainers should be competent.

> Corollary: Each person is often her/his own most competent trainer.

09. The school site should be the locus of inservice activities.

10. The evaluation of inservice should be a collaborative venture whose primary purpose is to assist with planning and implementing programs.

11. The content of inservice should be derived from assessed needs.

> Corollary: Problem-solving skills are likely to be a needed content dimension of inservice.

12. Inservice content should be directed toward changing teaching, not student behavior.

13. The process of inservice education should model good teaching.

14. Inservice education should follow a developmental, not a deficit model.

15. Inservice should be an integral part of the total school program.

Conclusion

An obvious conclusion to be drawn from a review of general education writings about inservice is that real examples of best practice are harder to come by than statements of best practice. For those of us who plan and deliver inservice programs, own main task continues to be one of praxis — applying supportable principles to the practice of professional development.

A second conclusion, no less important, is that the procedural, substantitve and conceptual domains of inservice need to be understood in order to fit practice to problems. To insist that 51% of an inservice planning committee be classroom teachers when the problem at hand is one of finding suitable self-instructional materials, can confuse issues and block solutions.

But just as there can be teaching without learning, there can be inservice without professional development. All three domains must be properly aligned or inservice will surely fail. Each domains is integral to effective inservice, for fundamental political, technical and philosophical issues are raised. Thus, in the last analysis, the task of inservice providers is one of synthesis.

Footnotes

1. Douglas A. Paul, "Change Processes at the Elementary, Secondary, and Post-Secondary Levels of Education," Nicholas Nash and Jack Culbertson (eds.), *Linking Processes in Educational Improvement* (Columbus, Ohio: University Council for Educational Administration: 1977), pp. 44–45.

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3. The RAND study is summarized in Paul Berman and Milbrey Wallin McLaughlin, *Federal Programs Supporting Educational Change, Vol. IV: The Findings in Review* (Santa Monica, Califormia: The Rand Corporation, April, 1975); and Berman and McLaughlin, *Federal Programs Supporting Education Change, Vol. VII: Factors Affecting Implementation and Continuation* (Santa Monica, California: The Rand Corporation, April, 1977). Also see McLaughlin and Berman, "Retooling Staff Development in a Period of Retrenchment," *Educational Leadership*, XXXV, No. 3 (December , 1977), 191–194; and McLaughlin and David D. Marsh, "Staff Development and School Change," *Teachers College Record*, LXXX, No. 1 (September, 1978), 69–94.

4. The I/D/E/A/ study is summarized in Mary M. Bentzen's *Changing Schools: The Magic Feather Principle* (New York: McGraw-Hill, 1974); John I. Goodlad, *The Dynamics of Educational Change* (New York: McGraw-Hill, 1975); and Goodlad, "What Goes On In Our Schools?" *Educational Researcher*, VI, No. 3 (March, 1977), 3–6.

5. The Inservice Teacher Education Concepts Project is reported in five volumes: Bruce R. Joyce, et al., *Issues to Face*, ISTE Report I (Palo Alto, California: Stanford Center for Research and Development in Teaching, June, 1976); Joyce, et al., *Interviews: Perceptions of Professionals and Policy Makers*, ISTE Report II; Alexander M. Nicholson, et al., *The Literature on Inservice Teacher Education: An Analytic Review*, ISTE Report III; Sam J. Yarger, et al., *Creative Authority and Collaboration: A Collection of Position Papers*, ISTE Report IV; Richard M. Brandt, et al., *Cultural Pluralism and Social Change: A Collection of Position Papers*, ISTE Report V.

6. Gordon Lawrence, et al., *Patterns of Effective Inservice Education: A State of the Art Summary of Research on Materials and Procedures for Changing Teacher Behaviors in Inservice Education* (Gainesville, Florida: Florida State Department of Education, 1974).

7. Paul.

8. Michael Fullan and Alan Pomfret, "Research on Curriculum and Instruction Implementation," *Review of Educational Research*, XLVII, No. 1 (Winter, 1977), 335–97.

9. N.L. Gage, "The Yield of Research on Teaching," *Phi Delta Kappan*, LX, No. 3 (November, 1978), 229–35.

10. William F. Pinar, "Notes on the Curriculum Field, 1978," *Educational Researcher*, VII, No. 8 (September, 1978), 5–12; and John D. McNeil, "Curriculum: A Field Shaped by Many Faces," *Educational Researcher*, VII, No. 8 (September, 1978), 19–23.

11. Burton R. Clark, "The Insulated Americans: Five Lessons from Abroad," *Change*, X, No. 10 (November, 1978), 24–30.

12. David K. Cohen, "Reforming School Politics," *Harvard Educational Review*, XLVIII, No. 4 (November, 1978), 429–47.

13. *Teachers College Record*, LXXX, No. 1 (September, 1978); and Louis Rubin (ed.), *The In-Service Education of Teachers: Trends, Processes, and Prescriptions* (Boston: Allyn and Bacon, Inc., 1978).

14. Maurice Leiter and Myrna Cooper, "How Teacher Unionists View In-Service Education," *Teachers College Record*, LXXX, No. 1 (September, 1978), 107–125; Robert D. Bhaerman, "*A Brief Statement of the AFT's View on In-Service Education,*" *Yarger, pp. 138–42*; David Darland and Robert Luke (eds.), "The NEA's Views on In-Service Education," Yarger, pp. 143–54; and Roy A. Edelfelt and Margo Johnson (eds.), *Rethinking In-Service Education* (Washington, D.C.: National Education Association, 1975).

15. David Tilton, David Johnson and Darryl Hahn, *Background Information for Educators: In-Service and Staff Development Programming, Questions and Options*, (Augusta, Maine: Department of Educational and Cultural Services, Bureau of Instruction, January, 1978); Texas Education Agency, *A Review of Inservice Education in Texas* (Austin, Texas: 1977); and Patricia Zigarmi, Loren Betz, and Darrell Jensen, "Teachers' Preferences in and Perceptions of In-Service Education," *Educational Leadership*, XXXIV, No. 7 (April, 1977), 545–51.

16. Edelfelt (ed.), *Inservice Education: Criteria for and Examples of Local Programs* (Bellingham, Washington: Western Washington State College, 1977); and Edelfelt and Brooks E. Smith (eds.), *Breakaway to Multidimensional Approaches: Integrating Curriculum Development and Inservice Education* (Washington, DC: Association of Teacher Educators, 1978).

17. This is also a question of procedures *versus* substance, and thus there is a further problem: Does changing the people who make decisions make a difference in the quality of decisions that are made? Teachers' advocates think it does, and they argue for more direct control of inservice activities by teachers themselves. Cohen, for one, is challenging that way of thinking. "There is no evidence that attending to procedure is more effective in achieving social goals than attending to substance." Cohen, p. 430.

18. See Hannah N. Geffert, Robert J. Harper II, and Daniel M. Schember, "In-Service Staff Development and the Right to Education," Rubin, pp 240–45.

19. See Ian Westbury, "In-Service Education: Some Ruminations from the Firing Line," Rubin, pp. 266–74.

20. See Clark.

21. McLaughlin and Marsh, p. 80; and Wendell C. Allen, "Continuing Teacher Education: A Commentary," Edelfelt and Johnson, pp. 64–71.

22. Joyce, *Issues*, p. 10.

23. *Ibid*, p. 20; and McLaughlin and Marsh, p. 75.

24. Fullan and Pomfret, p. 391; and Ann Lieberman and Lynne Miller, "The Social Realities of Teaching," *Teachers College Record*, LXXX, No. 1 (September, 1978), p. 68.

25. Paul, p. 40; and McLaughlin and Marsh, pp. 72–73.

26. Nicholson, pp. 8–9.

27. Note that task forces and statewide dissemination systems are important elements in the National Inservice Network model of consultation and inservice planning.

28. Paul, p. 52.

29. McLaughlin and Marsh, p. 75.

30. *Ibid* pp. 79–80.

31. Paul, p. 46.

32. The "Discrepancy model" of needs assessment, where "need" is defined as the distance between an ideal or desired state of function and present performance, has recently come under fire as being misguided. See Michael Scriven and Jane Roth, "Needs Assessment: Concept and Practice," *New Directions for Program Evaluation*, I (Spring, 1978), pp. 1–11.

33. Lawrence, pp. 11–12.

34. Nicholson, pp. 6–9.

35. Gary A. Griffin, "Guidelines for the Evaluation of Staff-Development Programs," *Teachers College Record*, LXXX, No. 1 (September, 1978), pp. 126–39.

36. Cohen, p. 430.

37. Edelfelt and Smith.

38. McLaughlin and Marsh, p. 87.

39. Lyn Corno and Christopher M. Clark, "An Aptitude-Treatement-Interaction Approach to In-Service Teacher Training," Rubin, p. 172.

40. Lawrence, p. 13.

41. *Ibid*, p. 10.

42. Gage.

43. See Bruce Joyce and Marsha Weil, *Models of Teaching* (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972).

44. Ann Lieberman, "Staff Development: New Demands, New Realities, New Perspectives," *Teachers College Record*, LXXX, No. 1 (September, 1978), p. 1; Rubin, "Preface," p. XV, and "A Field-Based Research Agenda," Rubin, p. 313.

45. Pinar, p. 11. Also see David Braybrooke and Charles E. Lindblom, *A Strategy of Decision: Policy Evaluation as Social Process* (New York: The Free Press, 1970).

46. Lawrence, p. 15.

47. Nicholson, p. 41.

48. Leiter and Cooper, p. 107.

49. Margo Johnson, "Looking Back at Thinking Ahead: 87 Educators in Session," Edelfelt and Johnson, p. 7.

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FRAMEWORK FOR INSERVICE PLANNING

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A Framework for Inservice Planning*

Framework for Categorizing Inservice	**Strategies**
Job-Embedded — direct transfer of training to work situation on site, during school hours, around regular functions . peer observation, interaction, sharing . individual consultation . demonstration, modeling . committee work for program planning, organization . individualized self-instruction . team teaching . some combination of the above	*Job-Embedded* Training agent TC/RRT Building team Peer Demonstrations Expert Case consultation Inservice Facilitator
Job-Related — indirect transfer of training to work situation on or off site, after school, weekends . workshop with leader(s) . teacher exchange . site visits . training packages . mobile CAI . teacher centers . some combination mini-courses of the above	*Job-Related* Expert Demonstrations PDC concept with or without follow-up Instructional trainers Mobile Unit Self instructional model Mediated course/staff facilitator Cadre training model
Job-Distant — indirect transfer of training to work situation credential oriented non-site, after school, during vacation, leave . college coursework . summer institutes . workshops for credit	*Job-Distant* College courses Summer institutes/workshops with or without followup
Job-Remote — informational, profession oriented rather than job oriented . self study . conventions . conferences . journals or monographs . newsletters	*Job-Remote* Conventions Professional library/Staff Speakers bureau Topical conferences Dissemination Center . newsletter . research reviews

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*Based on Bruce Joyce: *Models for Inservice.*

INSTRUCTIONAL STRATEGIES
(Contexts and Methods)

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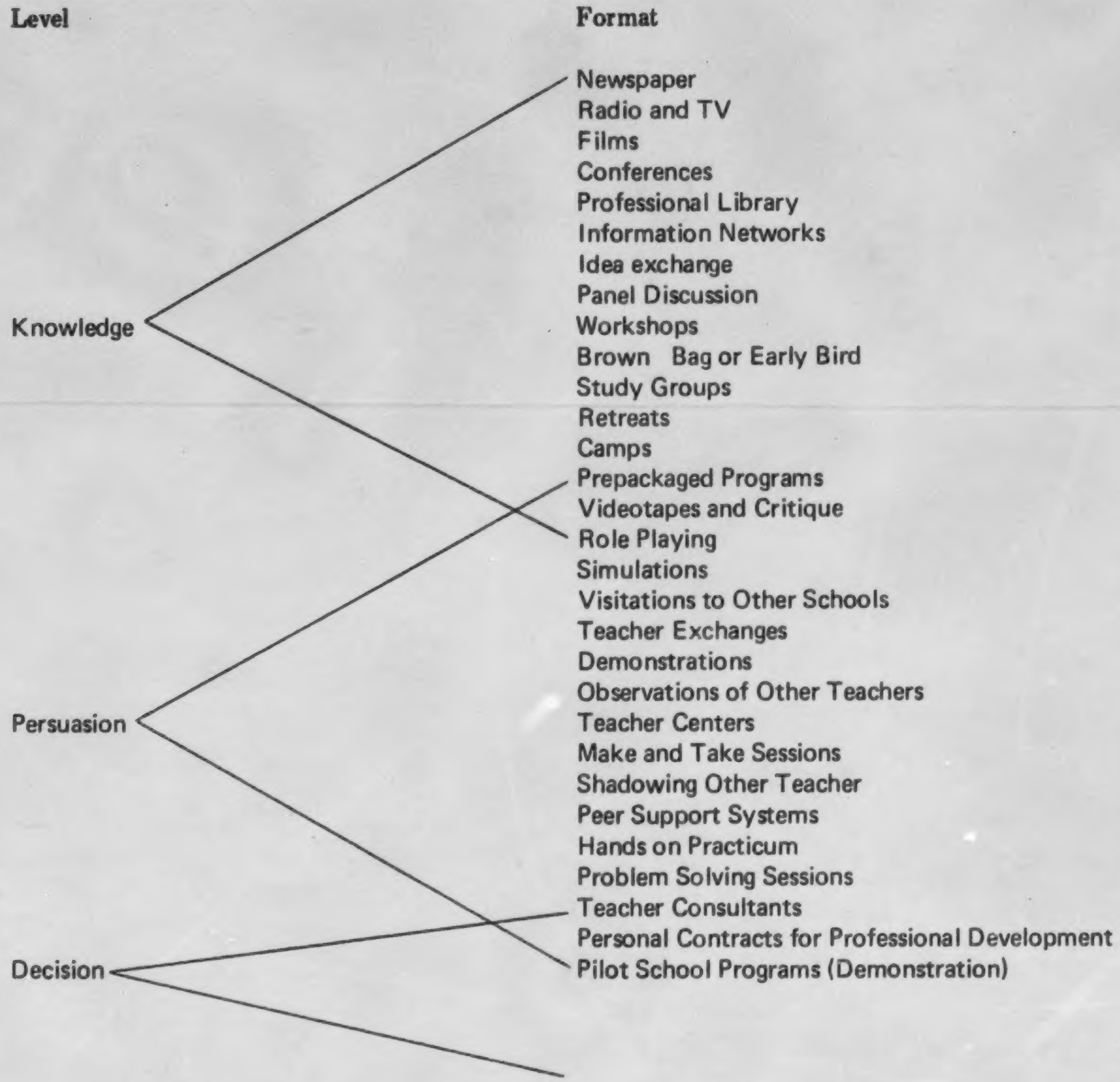
Instructional Strategies

Contexts for Inservice

Certain formats for inservice are best suited for learning at various stages, although a number of formats can be adopted and combined. These formats carry the participant from a knowledge (awareness/interest) level through persuasion (appraisal/trial) level to a decision level, in what we traditionally refer to as training. It will be noted that the participant beginning in a passive role becomes increasingly more active as he/she progresses through the stages. It can also be noted that the inservice activities can become more closely embedded in the actual delivery of services as they move towards decision levels.



Level

Knowledge
Persuasion
Decision

Format

Newspaper
Radio and TV
Films
Conferences
Professional Library
Information Networks
Idea exchange
Panel Discussion
Workshops
Brown Bag or Early Bird
Study Groups
Retreats
Camps
Prepackaged Programs
Videotapes and Critique
Role Playing
Simulations
Visitations to Other Schools
Teacher Exchanges
Demonstrations
Observations of Other Teachers
Teacher Centers
Make and Take Sessions
Shadowing Other Teacher
Peer Support Systems
Hands on Practicum
Problem Solving Sessions
Teacher Consultants
Personal Contracts for Professional Development
Pilot School Programs (Demonstration)

Methods of Providing Inservice Education

Developed by Carol Eby Through a Team Planning Activity

The following options/alternatives for providing inservice education are derived from a session of the six National Inservice Network project teams in Indiana.

01. Observation of Other Teachers
02. Visitations to Other Schools
03. Demonstrations
04. Shadowing
05. Hands on Practicum
06. Video Tapes and Critique
07. Conferences
08. Workshops
09. Indistrict College Credit
10. Teacher/Children Takeoffs/Exchanges
11. Retreats
12. Panel Discussions
13. Summer Seminars
14. Regional Study Groups
15. Release Time
16. Problem Solving Sessions
17. Building/Peer Support Systems
18. Teacher Consultants
19. Make and Take Sessions
20. Permanent Floating Substitutes
21. Brown Bag Sessions
22. Early Bird Sessions
23. Short Team Sabbaticals
24. Personal Contracts for Improvement
25. Crisis Information Networks
26. Teacher Centers
27. Weekend Options
28. Incentives
29. Camps/Personal Revitalization Centers
30. Prepackaged Programs
31. Role Playing
32. Simulations
33. Structured Idea Exchange
34. Films
35. Indiana Higher Ed Tellecommunication Stm.
36. One to One
37. Professional Library
38. Pilot School Program
39. Superstar Model
40. Radio/TV
41. Newspaper (School)
42. Hotline

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PLANNING GUIDE FOR PROGRAM DEVELOPMENT

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PLANNING GUIDE FOR PROGRAM DEVELOPMENT

This worksheet is to be used as a guide for recording your action planning ideas based upon your needs assessment results. We conjured-up an example in an attempt to demonstrate how you might use this planning format. Our attempt was not to be exhaustive, but merely illustrative.

PROBLEM: Secondary level teachers are not dealing effectively with mildly handicapped children integrated into their classrooms.

NEEDS RELATING TO ABOVE PROBLEM:

1. Teachers need individualization techniques appropriate for secondary level.
2. Teachers need more awareness of the learning characteristics of mildly handicapped students.
3. Teachers need technical assistance in earlier developmental levels of their curriculum area (e.g., social studies, English, science).
4. Teachers need behavior management skills for dealing with troublesome students in their classrooms.
5. Teachers need skills in managing resources to facilitate use of individualization techniques (e.g., peer tutors, aides, volunteers, machines, etc.).

Need	Methods/Intervention	Target Group	Benefits	Inservice* Delivery	Other Considerations
1.	Consultation Demonstration	Secondary Teachers	Occurs within the classroom	Consulting Resource Teacher	
1	Departmental Workshops	Secondary Teachers	. open workshop outside of school hours—certified credit	To be determined (from pool of local staff)	
2	Participation Child Study Process	Regular team members, Referring teacher, Receiving teachers	. Building based . on school time . Possible certification credit	Child Study Team	
2	Newsletter on teaching tips written by local staff	Secondary Teachers	. A way to communicate . Provides recognition for good staff	Building Administrator(s)	

ADDITIONAL CONSIDERATIONS:
Funding
Time
Place

*You should begin to consider questions of who will be responsible or initiating. What current or future systems might be used (e.g., Child Study Teams, Due Process Procedures, etc.).

PROGRAM DEVELOPMENT
(Exercise)

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Program Development (Exercise)

Introduction

Inservice can be designed and planned on several different levels depending upon scope and commitment to the process. One way to approach such planning in the local school district is to look at three levels of the plan. One one level, there may exist several and various types of "activities," for instance, a workshop, a self-instructed module, or a meeting. Activities might then be grouped at a second level to form "programs" such as five workshop days a year to provide teachers time to coordinate the curriculum twelve modules to facilitate more effective staff communication, or an ongoing committee to address mainstreaming issues and concerns. At the third level, a "system" may provide for inservice delivery through an all-encompassing structure to include several programs and an infinite amount of activities.

The system then becomes an ongoing, fluid, and responsive means of providing professional development, which addresses strategies and procedures; roles and responsibilities of decision-makers and consumers; and ownership and growth. "The whole is greater than the sum of its parts."

Many districts, when planning, do not consider such an approach, and therefore offer as their "model," programs, or series of activities to address currently identified needs. Others design more comprehensive systems of personnel development.

Direction

Following are some examples of local school districts' inservice delivery models. Some are more comprehensive than others. Some of the plans are multifaceted while others are fairly narrow. Individually, read through the descriptions, making notes according to what models or components of the models might be worthwhile for you to consider in your planning and what strategies you might avoid.

Alternatively, the group could identify the three examples they like most and the three examples they like the least. Be prepared to share your reactions in a group discussion.

Portland has a focus of training primarily regular educators and a limited number of special educators to become "trainers of trainers" creating a "ripple effect" in preparing the total body of educators to work with the handicapped. Highly trained project facilitators act as resource trainers, consultants, models, demonstrators, etc. in offering an individualized program of instruction to meet the needs of educators.

Project Elite begins by forming a cadre of special educators as consultant teachers to assist regular educators with the implementation of P.L. 94–142. Through systemwide staff development, preparation, inschool demonstration, and practicum experience, teachers will develop skills needed. Training "curriculum clusters" and "training labs" are also developed by consultant teachers.

The Jock School System has created a demonstration/visitation center for its own district use and also for administrators and physical education teachers from other districts to visit. It proposes to dissemiante the awareness of handicapped education through physical education using a peer teaching concept, individualized instruction, the use of task analysis, performance objectives, specially designed curriculum materials for handicapped learners, and administrative and support staff training related to implementation procedures and responsibilities. Come and visit the Jock Model School Demonstration Center. See it done!

Operation Ivory Tower opted to take advantage of an offering of a local university as their training model. The program consists of a set of twelve modules which are self-directed and include video-tapes, study guides, follow-up activities, etc. The management is computerized, so no additional personnel is needed. The model is designed for regular educators who are or will be assuming educational responsibilities for handicapped students.

Lighthouse School Department beams a model utilizing building-based teacher assistance teams directing inservice delivery based on the needs of the staff within the individual buildings. A central district team coordinates the building efforts and designs districtwide professional development concerns. Although administrators are represented on both the building-level and district-level teams, the administrative team also meets to direct itw own, management team building activities. Needs assessment, planning, and evaluation are ongoing.

Tube Township offers "televised inservice" in the form of eight TV programs and sixteen training modules based on identified which are based upon a needs assessment of the total staff. Two personnel preparation consultants and six staff development trainers manage the inservice delivery.

Project Burrello is a building-based model designed to train regular education teachers. Professional development is provided to teachers during school hours by peers who have demonstrated knowledge, skills, credibility, and empathy for the regular classroom teacher. Regular teachers identify a peer they feel is a "functional instructional leader." That teacher (one from each of five buildings) receives training during a one month intensive summer program in special education diagnostic and management techniques to return to his/her building as a full time teacher consultant responsible for the on-site instructional training of colleagues. Consultation is ongoing. Each year new teachers are trained as consultants while the others return to their regular classroom assignments.

Emerald City's Project is designed to train regular classroom teachers to work with educationally handicapped students in the regular classroom. Through three, one week summer workshops, a rationale for integration of handicapped and non-handicapped students will be developed. Additionally, a seminar will be held each month of the school year.

Project Limits (Learning Individualizing and Mainstreaming in a Tiresome Style) is a project which incorporates the handicapped mainstreaming concept into the school district's curriculum through nine inservice days a year utilizing current materials for teaching instruction. This, by the way, is for everyone – regular and special educators.

Total Ed (Teaching Opportunities to Assure Learning in Educational Diversity) is developing a Resource Specialist Program designed to be responsive to the unique needs of handicapped individuals. As a result of this training program which has four components (staff development, community, involvement, parent participation, and instruction), all academic and vocational teachers will gain skills and attitudes necessary to recognize student capabilities and help with the education and eventual employment of the handicapped.

Loosely-Coupled High School individuals plan their own inservice road maps. During and after taking graduate level courses, attending professional conferences and workshops, and reading independently, they share successful strategies, techniques, and materials with one another on an as-needed basis.

Demo, through the development of three demonstration-training centers, proposes to model the efficacy of programs for the handicapped in regular education. Teams of regular teachers, resource specialists, administrators, parents, preservice teachers, and university faculty will rotate through the centers for two, five-day intervals while trained substitutes will assume regular classroom duties. While at the training center, the training audience will progress through a generic core competency set which trains teachers as they are encouraged to teach. The two training cycles each broken by two intervals of intensive follow-up in the home classroom, will enable participants to apply a diagnostic prescriptive instructional model in their regular classroom instruction.

Innovative Schools faculty used the intervention-implementation-dissemination approach. Principals and central office leadership staff, classroom teachers, special educators, substitutes, and parents will learn the skills, understandings, and attitudes necessary for their respective roles in order to provide for effective integration of handicapped and non-handicapped. A "Buddy System" or one-to-one training is the method used to create a pyramid effect of professional development beginning with school-based facilitator teams.

Strands, utilizing some released time every other week and after school blocks of time, offers mini-courses, workshops, and meetings to address the identified needs of all staff members. A district-level team, a representative group, is the decisionmaking body. During the first year some outside consultants will be called in for work in skill areas and for the "training of trainers." During the second year, and years to follow local people will become the primary trainers with some technical assistance from the state department.

Burnout School District, after an exhausting planning phase including needs assessment, decided to chuck their overwhelming 810 volumes and piles of data and hire an inservice coordinator who was destined (though little did he know, not having been through the efforts of the planning phase) to follow the same tracks of the original crew and repeat the processs of assessing what people think they need. His task was then to single-handedly "facilitate" the provision, thereof.

ABSTRACTS

for

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Colorado Springs School District Number 11

Demographic. Colorado Springs is the second largest city in Colorado with 52 schools serving 32,000 students. Eight of the schools are on a year round basis. Prominent ethnic minorities consist of 10percent Spanish surnamed, 6 percent black, 1 percent Oriental and 3 percent American Indian.

Description. The program proposes a four-part planning model for buildings to follow, consisting of needs assessment, planning and implementation, evaluation, and group dynamics process skills NIN Resource Teams will assist individual schools in the project to follow the planning model. The NIN model for the development of a comprehensive staff development program is designed to meet the growth needs of the individual administrator and teacher. It will provide building staffs with the awareness, knowledge, skills and attitudes to meet one or more of the objectives through the use of a comprehensive plan for staff development based upon a building level planning model. The program will capitalize upon in-district staff and outside consultants to train the resource teams which will provide selected building staffs with inservice programs to meet their identified needs related to the objectives.

District 11 has established goals to guide the efforts of the professional staff. Goal number 1 at the elementary and secondary level is to enable students to develop and use skills commensurate with their abilities, interests, and needs. Management objectives to accomplish the goal provide for the skills necessary to plan, implement, and evaluate each part of the curriculum. Specific focus hs been given to the following objectives: to develop a realistic plan to meet the special education needs and requirements of the District 11 students and provide for handicapped students who are served; to plan, pilot and implement programs for gifted and talented; and to provide management skills for district personnel.

The present inservice program of District 11 has been developed to implement new programs and provide additional skills to teachers in existing programs. Some of the methods used for presenting inservices are early release days. After work hours, vacation periods, and professional days. There is no set number of mandatory days to be used for inservice, but the program is a flexible one which is based upon expressed needs. The Instructional Materials Center staff, the Administrative Assistant for Staff Development,and the Coordinator of Special Education Inservice are responsible for providing, evaluating and coordinating inservice activities.

Major Objectives. (1) develop skills for input into decisionmaking at all levels, (2) develop and model communication skills of listening and expression, (3) develop skills and attitudes and provide time to enhance growth in conflict resolution and problem solving, and (4) improve cooperative planning between special education and regular education to provide instructional alternatives.

Evaluation. The evaluation of theproject will be conducted in several ways. First, there will be an evaluation of the success of the NIN Action Plan. Also, each participating school will prepare a summary evaluation of their perceived outcomes. Another aspect will include an on-site evaluation by a team comprised of one member of the NIN Coordinating Team and other district personnel familiar with program evaluations. The purposes of this team will be to determine whether the objectives of the program are being met and to make recommendations and commendations to the particular schools. Through consultations with staff members and students at each school, the on-site evaluation team will verify the staff's perception of the program effectiveness contained in the building staff's evaluation report.

Bath, Maine

Demography. Bath is an urban/rural coastal community located approximately 35 miles from Portland, the population represents a wide range of socioeconomic group with a heavy influx of transcient summer residents. The district supports six elementary schools with eight to 10 professional staff, a junior high school (40 staff) and a high school (56 staff). All schools are within a maximum of five miles from one another.

Management Structure. Enthusiasm and energy in the Bath school staff run high. Over the past two years all staff were involved in the design and implementation of a "management model that will allow the key members of the eductional communities to develop and implement strategies which create growth promoting interaction among staff, students, parents, and others who have an influence on all children."

Central to the development of this system was the formation of the DISCO (District In-Service Committee) and TATs (Teacher Assistance Teams). The primary purpose of the Teacher Assistance Teams, which were formed at each building, is to utilize their skills to help classroom teachers, special educators, and support personnel at the building level.

Level:

1. To monitor the building level inservice budget
2. To negotiate for consultant time, in-house visitations, in-district visitations, out-of-district visitations.
3. To improve teacher skills by examining alternatives.
4. To function as a peer problem-solving group.
5. To effectively use the TAT problem-solving skills to resolve classroom concerns.
6. To implement the objectives established in this project proposal; namely,
   a. To identify, develop, adapt curriculum, methods and resources.
   b. To assist staff, substitute teachers, parents, and community volunteers to work as effective members of the educational team.
   c. To assist the community in understanding more clearly the needs of the handicapped child.
7. To develop a monitoring plan for all activities implemented at the building level; i.e., negotiate problem identification, problem focus, program planning, implementation, evaluation, and adaptation.

Membership of each TAT included the principal, a special educator and regular educators, including a member of the DISCO. Specific operating procedures were determined by each individual TAT. Some utilized a voucher system through which *all* teachers received a minimum number of vouchers which they could use to support activities enhancing their professional growth (within guidelines). Other TATs accepted inservice requests on an as-needed basis. All teachers were involved in inservice activities one way or another. All TATs met weekly or biweekly.

The District Inservice Committee, which met monthly, is described below:

1. Membership
   a. Superintendent of Schools
   b. Assistant Superintendent of Schools
   c. Director of Special Services
   d. Director of Vocational Education
   e. Principal
   f. Special Services Staff Member
   g. At least 4 classroom teachers.
2. Term of Membership — rotating for teachers and administrators.

3. Will have organized no later than October 1.
4. Will work with the building principal in establishing the Teacher Assistance Team.
    a. Criteria for selection to include leadership, demonstrated ability to work effectively with special needs children, to adapt techniques and curriculum, innovative ideas, works well with other staff, interest in staff development process.
5. To monitor the inservice budget and negotiate with building Teacher Assistance Team's.
6. To implement the objectives established in this project proposal; namely,
    a. Community wide inservice.
    b. Continued development of districtwide communications.
    c. Assist with reduction of work-place stress.
    d. Implement the formative and summative aspects of the evaluation procedure.

Both the DISCO and TATs were supported in their efforts through a three day retreat conducted by outside consultants, held in the start of the school year. The purpose of the retreat was to train members to function as a supportive peer solving group. A productive time was had by all. Ongoing support sessions were also held.

Needs Assessment. The format for the needs assessment was based on the process model assuming that *all* of the educational staff are members of the "planning team," it was agreed that attempts would be made for reaching all staff on a personal basis to ask "Where's the rub? Is dissatisfaction present in our schools or school system?"

Bath's NIN committee members were individually assigned specific groups of staff for initial problem identification following an initial needs identification meeting with all administrators. Fifteen different groups, including K–12 school building staff and committees were involved in the process. The following process was used:

1. Working alone, each member defined in writing, one personal or individual problem and one organizational problem.
2. In round-robin fashion, problems were shared and charted by the recorder.
3. New problems suggested through this process were shared and charted.
4. Problems were discussed and analyzed by the group with the recorder helping to clarify in order to reach a reasonable consensus about suitable problems.
5. The problems were then collapsed into final problem statements utilizing the criteria listed below:
    a. Are the problems derived from commonly felt dissatisfactions?
    b. Are the problems defined as economically as possible?
    c. Are the problems phrased in such a way that they are open to redefinition and revision?
    d. Are the problems adjusted to the means available for solving them?
    e. Do the problems suggest new steps?

All of the problem statements collapsed within each group were further collapsed by Bath's NIN committee, utilizing the same criteria and the committee resulted with a specific five point problem-focused need statements.

The problem-focused needs assessment format utilized by Bath and the validation of the initially identified problems was again determined to be one of personal contact as opposed to questionnaires and paper surveys. The following action plan for validation and final needs assessment was established:

1. Select additional people from each school unit to serve in roles of leader, recorder and observer. Criteria for selection was skill in group process.
2. NIN Committee to write simple role description for each person.
3. Establish focus for data to be analyzed. . . inservice implications? Long-term goals? Generate questions to get outside observers responses to group dynamics.

4. NIN Committee to train new people to run groups.
5. The following question to be responded to by every staff member in the school unit meetings looking at each of the five problem statements: "What changes would be made so that I would recognize that we have done something about the problem as it is expressed?"
6. Following school unit responses to above question and receipt of all data from leader, recorder, and observer, the next step was for the NIN Committee to analyze the data:
   a. Categorize data according to level of responsibility: (1) building, (2) district (administrative), and (3) inservice (NIN).
   b. Frequency count relating to common changes.
   c. Source, grade, department, teacher-administration, years of experience.
   d. Look at observer's data as compared to recorder's data.
   e. Talk to outside observers.
   f. Compare to existing data from other sources in systems, are there parallels; If not, why not? Compare with five year assessment and 1972 community school survey.

The final step in needs assessment was to take the analyzed data and develop plans of action at three distinct levels in order to adequately meet the needs expressed and prioritized. These three levels of "action" were determined and all needs assessment data catagorized appropriately;

1. Building level (needs which were common to specific school units or appropriately addressed by building staff with administrator).
2. District level (needs which were common throughout teh school district; however, these needs most appropriately addressed by the Central Office administrators [superintendent's office] and appropriate recommendations are presented for principal's review and passed on to teaching staff).
3. Inservice level (needs which were common to the specific areas of concern addressed in the original needs assessment document and felt to be appropriately responsive to the Inservice programs of the school union. Many of these needs are addressed through ongoing committees and programs. Bath's Inservice Proposal to the National Inservice Network addresses needs contained in this categorization).

On May 10, 1979, the Bath NIN Committee met with all the union administrators and the chairman of the School Board. At that time, the building administrators presented their action plans developed with and for their building staff to meet the expressed needs at the building level.

The Superintendent and Assistant Superintendent presented the Central Office action plan to the expressed needs of the District Level. The entire group was involved in considerable discussion concerning these plans, at which time additional changes and additions and expansions evolved. The Chairperson of the School Board participated in this discussion. It is interesting for us to note that this is the first meeting with cross representation, including school board, when such open and direct communication was evident.

In summary, the needs assessment accomplished as a major part Union 47's involvement with NIN was the beginning of a new communication process for the entire school system. The methods utilized in conducting the needs assessment, were all process-oriented and inter- and intra-personal in nature.

Despite the fact this process took many man hours of individual and group time, validity was rated high. One hundred percent of the educational staff was involved and discussion was honest and open. Observer's records and the recorder's written summaries of the leader's group management techniques correlated with each other and it is worthy to note that teacher's need statements and change responses are valid.

A second validation of our needs assessment and ongoing collaborative planning was accomplished by a Bath team site visit to New Haven Connecticut Public Schools, Project REISE. The site-visit team reported to Bath's NIN Committee that our programming of handicapped children in the least restrictive alternative was at a significantly higher level than New Haven. It was felt that Project REISE did not sufficiently involve staff and go through a collaborative planning process.

The project description which follows is a direct result of collaborative planning. Planning to assist needs, not the least of which is personal involvement and commitment.

Staff Development Design. A wide variety of staff development activities and programs were held in Bath this past year, in response to teacher needs, building needs, as well as district needs. A sampling is reviewed below:

- a community disabilities awareness week
- visitations to programs in other schools
- participation in the Learning Institute in Boston (a real plus!)
- noise pollution week (including presentations by students from Baxter School for the Deaf, films, discussions, culminating in a total school nonverbal hour)
- trading classrooms
- mini-courses utilizing the skills and talents of community members
- a districtwide newsletter "chalkboard."

Gary Community School Corporation

Participation/Needs Assessment. This plan was developed with the participation and guidance of a task force comprised of regular/special education teachers, administrative staff, and representation from the Gary Teachers' Union and Parent Advisory Council. The contact person is Dr. Frank E. Wade, Director of Special Education.

Needs assessment data was collected utilizing the following methods: (a) surveys, (b) individual interviews, (c) group interviews, (d) workshop evaluation review, and (e) analysis of the Program Review prepared by the Department of Public Instruction.

General Objectives. The result of the needs assessment process was the identification of the following objectives to serve as the focus for staff development in 1980–81.

1. To increase awareness of federal and state mandates for special needs students.
2. To increase skill and knowledge related to the design and implementation of IEPs.
3. To share information about the concept of building based teams and to support implementation of the same.
4. To increase knowledge and skills in the areas of resource identification and materials adaptation for individualization of instruction.
5. To increase awareness of handicapping conditions.
6. To increase awareness and skill relative to system identification and referral procedures.

The groups to be provided insrvice through this plan include: (a) general/special education administrative and instructional staff, (b) child study teams, (c) building screening teams, (d) parents and volunteers, and (e) ancillary and support personnel.

Sample of Activities. (a) hiring of a half time coordinator for personnel development, (b) continuation of consulting teachers [2] to assist in implementation of the plan, (c) workshops, (d) media dissemination, (e) development of a library resource unit, and (f) individual/small group consultation.

Evaluation. The following methods will be employed to gather data on the effect of individual activities as well as the overall effect of the plan on the school system: (a) pre-post attitude surveys,

(b) pre-post tests at workshops, (c) evaluation questionnaires, (d) verbal self reports by participants, and (e) group interviews at individual buildings.

Dissemination. (a) information sharing by individual staff at monthly inservice sessions to report respective activities, (b) local newspaper articles, (c) school newspaper articles, (d) union flyer message about inservice activities, (e) curriculum council will be requested to include inservice on its agenda, and (f) participation by inservice staff in activities of the Indiana CSPD Project with other Indiana school districts.

Covered Bridge Special Education Cooperative

Participation/Needs Assessment. The personnel development plan was the result of the efforts of a steering committee and task force. Membership on each unit consisted of both special and regular educators. Throughout the development of the plan, efforts were made to inform administrative groups, teacher groups, school boards, and parent groups. Contact perspons are Barbara Baer, Supervisor of Elementary Special Education and Eileen Lantz, Staff Development Director.

The needs assessment was done using the following methods:

1. Open-ended telephone interviews with 15 elementary teachers.
2. The administration of a questionnaire to 19 schools by two-member teams.
3. A mailed questionnaire to general education administrators.
4. A follow-up telephone survey asking indepth questions.
5. A review of recent surveys conducted by one of local districts.
6. A review of P.L. 94—142 and the Indiana State Plan for Fiscal Years 1981—1983.
7. Nominal group process with special education teachers.

Results of the needs assessment process are displayed according to the following personnel groups: general education administrative personnel, general education elementary teachers, elementary principals' association, and special education teachers.

General Objectives. The 1980—81 primary objective was to implement a building based model for delivering the general education component of the plan. The model reflects the Teacher Assistant Team Concept as outlined by the "Teacher Assistance Model for Mainstreaming Handicapped Children" (a Regular Education Inservice Project) at the University of Arizona. Stages for the implementation of teams were outlined by a time-line with building teams operating by February (31 four-member teams).

Sample of Activities. Activities for 1980—81 were directed toward team training. They included workshops with follow-up once the teams were implemented.

Evaluation. The following procedures were reported: (a) mid-year evaluation by the Teacher Assistant Team Consultants, (b) written survey, (c) informal interviews, (d) review of written summaries of team activities, and (e) continued on-going needs assessment.

Dissemination. The following methods were reported: (a) sharing information with selected groups, (b) newsletters, (c) written reports, (d) group presentations, and (e) slide presentations.

Program Evaluation

Evaluation

The evaluation of inservice has been problematic for educators. As with other activities in our field, the impact of inservice on students has been difficult to measure. The NIN has approached evaluation as an opportunity to both describe and judge the inservice effort, and to provide feedback to all concerned. To this end, evaluation is viewed as an on-going and emerging process that should be responsive to the many groups affected by inservice. NIN involves inservice planners in evaluation through both training and practice. Planners are exposed to both quantitative and qualitative methods for evaluating inservice and are encouraged to select methods based on their ability to provide the desired information in the most appropriate format. The materials included in this section represent a variety of ways to meet the goals of inservice evaluation.

An important strategy in dealing with the topic of evaluation has been the modeling by the core team of a variety of evaluation techniques. Sample evaluation forms demonstrating different evaluation methods have been included in this section.

FACILITATING GROUP PLANNING AND EVALUATION

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Facilitating Group Planning and Evaluation

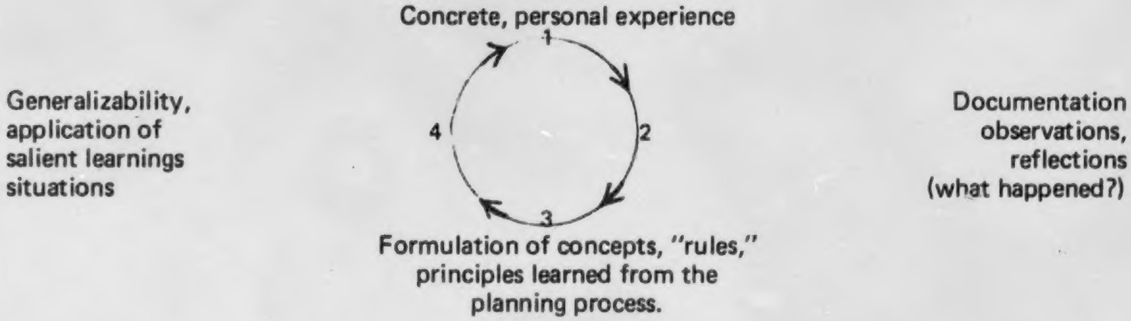
As planners of staff development you were asked to design an evaluation component as part of your plan. Though many of these plans were initially well thought out, experience has demonstrated that once programs are implemented unanticiapted changes occur (i.e. staff turnover, loss of support, decreased time, etc.), requiring planners to either alter or "force-fit" their "original plan." Well, evaluation is certainly no different. Consequently, we have found that during project implementation is an opportune time for planners to reconsider their evaluation design.

To begin, let us take an introspective look at where you are now in your work, and later actually design an evaluation process to assist you in refinding your work.

Phase I

A. What have you accomplished as a planning unit to date . . . efforts you (individual/group) feel good about? One useful tool to document your accomplishments is the experiential learning cycle. This process can be used by individuals as well as groups. When used by groups, the process tends to produce synergestic and more thorough reporting (i.e. persons recall more about their experiences resulting in a comprehensive mosaic of the planning process as it unfolded in their respective educational unit/district). Note that step 4 of the cycle, generalizability, refers to both actual applications of the learning/principles from the NIN planning process to other problems or concerns in the school as well as to potential applications of these learnings/principles.

Experiential Learning Cycle*


Concrete, personal experience
1
Documentation observations, reflections (what happened?)
2
3
Formulation of concepts, "rules," principles learned from the planning process.
4
Generalizability, application of salient learnings situations

Worksheet

1. Concrete, personal experience . . .

2. Documentation, observations, reflections (what happened?) . . .

3. Formulation of Concepts, "rules," principles learned from the planning process . . .

4. Generalizability, application of salient learnings to different situations . . .

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*Adapted from the work of Kurt Lewin.

B. What would you like to accomplish . . . this year, next year (end of NIN involvement or beyond)?

C. What are the hindering and/or helping factors which either encourage or prevent the achievement of your desired accomplishments:

- . Do we have any influence over any of these forces?
- . Can the effects of any helping forces be increased? How?
- . Can the effects of some hindering forces be reduced? How?
- . What new forces might be generated to help carry out the strategy?

FACTORS

HELPING	HINDERING

Phase II

D. How would you go about evaluating your efforts as a planning task force . . . ultimately, providing information which would help you do a better job?

Evaluation Matrix

What questions would you like to have answered?	What is the source of the information?	Which methods/ technique would you use to answer the questions?	Who would be responsible for collecting the answers (data)?

E. Review the completed matrix. What do you have? Is a design emerging?

F. Should other questions be added to the matrix? Who will take ultimate responsibility for compiling the evaluation data collected?

CHECKLIST AND EVALUATION FORM
FOR PARTICIPANTS

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Checklist and Evaluation Form for Participants

Assumptions

The development of an inservice plan is considered a key part of the inservice planning and implementation process, the plan should be viewed as a conceptual and organizing centerpiece which is dynamic rather than static; a starting point and direction-guiding tool; and, as a plan for the development of a systematic approach to the governance of inservice rather than just the delivery of a program.

That the key features of the training process; e.g. collaborative decisionmaking, team building and team work, involvement of eventual participants in program design, solution negotiation, etc., were modeled in the training-planning process in order to encourage similar modeling by local teams and local proposals.

Each proposal must substantively address the following:

1. A commitment to the improvement of services to special needs students in terms of the objective of least restrictive placement and delivery. Project activities should impact on special needs students and/or all students but should not impact primarily on other specific target populations such as gifted and talented, slow learners, etc.

2. A commitment to identified inservice best practices with emphasis on collaborative decisionmaking during implementation, inservice and professional development as both an individual and organizational responsibility, and the support of inservice which allows practitioners to be, not only the subjects, but also the agents, of change.

3. A commitment to the development of a system for the long-term governance and decisionmaking of local inservice programming and professional development.

4. A recognition of the needs for system and team maintenance (stress management) as well as for the delivery of an inservice program.

5. A commitment to respond to sharing the results of inservice programs by having persons visit on-site or by limited and selected off-site opportunities; this commitment should include the willingness to explore the potentials for creation of an on-going communications and sharing network.

The following checklist and evaluation form for participants is intended to be used as an aide in the organization and development of your plan and describes important components of the plan which should be addressed.

Plan Components and Necessary Items:	Yes	No	1–5	Comments
Abstract: Clearly and concisely summarizes the plan				
1. Describe purposes and intent of plan				
2. Provides overview of plan				
3. Is brief				
4. Is clear-free of jargon				
Introduction: Describes the local school district				
1. Includes number of buildings				
2. Includes number of students and staff by building				
3. Describes existing inservice/staff development efforts				
4. Describes other relevant programs or information relating to the plan				
Problem Statements/Needs Assessment				
1. Provides an overview of the problem identification/needs assessment process				
2. Indicates who was involved				
3. Includes how information was gathered (instruments and summary of results should be appended)				
4. Clearly identifies the problems or needs to be addressed by this plan				
5. Is of reasonable dimensions; not trying to solve all the problems of the district				
6. Is clear				
7. Is concise				
Program Objectives				
1. Are related to identified problems or needs				
2. Are clear and specific				
3. Are interrelated (hang together)				
4. Describes the populations that will benefit				
5. Impact on special needs students and/or all students				
6. Are within a timeframe (Year I, II, III or combination)				
Methods: Describes the activities to achieve the objectives				
1. Are logically related to program objectives				
2. Are reasonable in scope given the time and resources of the program				
3. Are clearly stated including timelines, target audiences, resources needed and persons or group responsible				
4. Are multidimensional (not just one type of activity e.g. workshops by outside consultants)				

Plan Components and Necessary Items:	YES	NO	1–5	Comments
Organizational System/Structure: Provides for an ongoing system of inservice/staff development				
1. Describes how the system will operate responsibilities and function) e.g. decision-making, coordination, planning, evaluation				
2. Describes who will be involved (membership) and allows for personnel turnover				
3. Provides for active involvement of the recipients of inservice/staff development				
4. Provides support to those involved in coordination of program e.g. release time, specialized inservice activities (team or system maintenance				
5. Involves administrator and School Board support and approval				
Evaluation				
1. Presents a plan to collect information for ongoing program redesign and modification (formative evaluation)				
2. Presents a plan for determining program effectiveness at the conclusion of major components (summative)				
3. Includes what type of information will be collected, how, when, and by whom				
4. Uses a variety of ways to collect data including documentation of events				
5. Seems feasible				
Dissemination				
1. Describes what has been or will be done to share the plan with others in the district				
2. Includes activities to share activities, changes and learnings with others in and outside the district				
Budget				
1. Includes a narrative budget relating expenditures to objectives and activities				

A WORKSHOP EVALUATION
(Sample Methods)

Prepared by

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Individual Interview Questions

Sample A

1. How have the activities in this year's workshops helped you in the development of your CSPD?

2. How do you feel about the focus on a team effort for planning and implementing CSPD?

3. What has contributed to or hindered the development of your team this year?

4. Have your perceptions of the project changed over time?

5. How do you feel about evaluation based on your participation with the Project this year? (Focus on perceptions of the Project evaluation model and whether or not they feel prepared to design an evaluation of their own plan.)

6. Can you project what some of your technical assistance needs will be during the implementation of your plans next year?

Sample B

1. You have participated with the Project for (length of time). How would you describe what has occurred? What do you anticipate occurring next year?

2. Did you utilize the peer dissemination network, i.e. find it useful talking to individuals involved from other planning districts? How useful was it having all three sets of participants present for this meeting?

3. What aspect(s) of this meeting were the most meaningful to you? Least? Why?

4. Given that this is our last meeting of the year and possibly our last opportunity to meet with you personally before the fall, do you have any contributions, advice, things to avoid, that you would like us to consider as we plan over the summer for the upcoming year?

NIN Summative Evaluation

In order for the NIN Project to adequately document its impact in the targeted districts in Colorado, Indiana, and Maine, it is imperative that we obtain information from individuals participating in the NIN planning process. Consequently, we would like for you to respond to the following questions as candidly as possible.

1. Have district planners produced "staff development" programs which have been adapted to the districts' needs and capabilities?

2. What has occurred in the classroom, building, district, and state department as a result of the planning process?

3. What incentives have been used to encourage participation in the planning process?

4. How many of what kind of persons (i.e. administrators, general and special educators, parents, etc.) were trained at the local and state department levels?

5. What have you learned from this experience?

6. Who is using the learnings from the process?

7. What are the tangible benefits you have perceived as a result of this project?

8. Have you used the collaborative planning process in other areas/problems in the district? Would you participate with the Department of Education again using this process to deal with other problems/issues?

9. Can you provide additional examples of how this planning process could be used in the district? With the Department of Education? Other organizations?

Session Evaluation

To determine whether or not the workshop met your needs and our objectives, we would like for you to give us your opinion on the design, presentation, and value of this workshop. Please circle the number which best expresses your reaction to each of the items. Space is provided for your written comments

Evaluation Criteria — Overall Design

1. The organization of the workshop was:	**Excellent**								**Poor**
		1	2	3	4	5	6	7	
2. The objectives of the workshop were:	**Clearly Evident**								**Vague**
		1	2	3	4	5	6	7	
3. The work of the consultant(s) was:	**Excellent**								**Poor**
		1	2	3	4	5	6	7	
4. The ideas and activities presented were:	**Very Interesting**								**Dull**
		1	2	3	4	5	6	7	
5. The scope (coverage) was:	**Very Adequate**								**Inadequate**
		1	2	3	4	5	6	7	
6. My attendance at this workshop should prove:	**Very Beneficial**								**No Benefit**
		1	2	3	4	5	6	7	
7. Overall, I consider this workshop:	**Excellent**								**Poor**
		1	2	3	4	5	6	7	

8. Do you feel a need for additional information about the following topics:

	Yes	No
a. Roles and Responsibilities of the Teacher as Consultant-Best Practices	___	___
b. Communication Skills	___	___
c. Training Design/Evaluating Effectiveness	___	___
d. Dissemination	___	___
e. Documentation	___	___
f. Building Based Teams	___	___
g. Supporting Children in Least Restrictive Environments	___	___
h. Identifying and Assessing Resources	___	___
i. Other:________________________________	___	___

Group Evaluation Form

After you have each filled out the other evaluation form, we would like you as a group to discuss the following questions and to record your discussion. You should appoint a recorder who would record any consensus or commonality within the group as well as differences in response to the questions. We are not looking for one group answer but rather to capture and summarize your discussion in response to the questions.

1. What aspect(s) of the session does the group feel has been of most value?

2. What does the group feel could have been done better or differently?

3. What has been some of the learnings of the group from this session?

4. What are some reactions to this type of group discussion evaluation in general and as compared to the other evaluation form?

5. Any process observations as to how the group handled this task? [Use back of paper if needed]

First Planning Workshop — Evaluation Form

1. The major goal for this workshop was to help build planning teams who will return home and begin to assess district's needs. Please comment on how well you feel we accomplished this goal.

2. Another goal of this workshop was to provide an overview of the year and the planning sequence. Please comment on how well you feel we accomplished this goal and what information might still be needed.

3. Please state a major goal of yours and comment on how we have helped or in the future might help you achieve this goal.

4. Do you have any comments or bits of advice to share with us to help us in our planning for the next sessions?

5. We are hoping to help you build a handbook of resources (a three-ring binder), please comment on the materials we have included so far and describe materials you would like to see included in the future.

Pre – and Post—Evaluation of Instructional Topics

Content and/or Skill	Experience								
	Expertise	Some Expertise	Very Knowledgeable	Some Knowledge	No Knowledge	Very Strong	Strong	Moderate	None
Needs Assessment									
Team Building									
Developing Action Plans									
Inservice Design									
Change Agentry									
Organizational Development									
Available Training Resources									
ERIC									
Proposal Writing									
Evaluation									
Maine's CSPD									
Other:									

Which areas are of greatest interest to you?

Which areas are of least interest to you?

Additional information which you feel might be useful to us:

SWIRL CSPD PLAN
(Simulation)

Prepared by

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Simulation: SWIRL CSPD Plan

Purpose

The purpose is to experience critiquing a CSPD plan completed by the Swirl Joint Cooperative. The basis for the critique is the checklist entitled "Plan Requirement Checklist." The materials which are needed are an overhead projector with acetate or newsprint, plan requirement checklist, and worksheet/Swirl Joint Cooperative.

Procedures

Step 1: Form small groups of five to seven members.

Step 2: Instruct groups to select a task leader and a recorder. The task leader is responsible for facilitating the critique. The recorder's responsibilities include noting decisions made by the group on the Plan Requirement Checklist and reporting them to the large group.

Step 3: Distribute one copy of the Worksheet/Swirl Joint Cooperative to each small group member and one Plan Requirement Checklist per small group.

Step 4: Instruct groups that they have forty five minutes to critique the plan.

Step 5: Conduct a thirty minute debriefing for sharing the results of the small group critiques.

Some guidelines for debriefing are:

- Reporting the results according to each section of the plan.
- Asking one group to make a clarifying statement about or paraphrase what another group said.
- Asking a group if their results were similar of different from what another reported.
- Paraphrasing statements made by the recorders.
- Summarizing results and recording them on newsprint or an acetate for an overhead projector.

Note: Before the simulation please complete the critique by using the Plan Requirement Checklist. Share your results only if they are extremely different from those reported by any group and after all groups have completed their statements. This procedure is recommended because the aim of the simulation is to achieve consensus rather than checking for the "correct" answers.

INDIANA COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

Special Education Planning District Local Personnel Development Plan

Section II — Writing Format

Part I: Participation/Coordination. Identify the various personnel groups who participated in the development of this plan, including general education personnel, special education personnel and parents. Describe the level and extent of their participation. Identify the plan administrator(s) and how the plan will be coordinated and organized upon approval.

There are six school corporations which make up the Swirl Joint Services Cooperatives. They are:

- The J. Bowmount School Corporation
- The Henry Weinnert School Corporation
- Metropolitan School District of Indy Township
- Metropolitan School District of Newtown Township
- Sugarfield School Corporation
- School Town of Maple Lane.

Three years ago the Swirl Coordinating Council formulated the Cooperative Committee for Personnel Development reflecting the Cooperative's commitment to quality staff development programs. The Council consists of three elected representatives from each of the six cooperatives; one of which is a regular classroom teacher. The chairmenship is rotated between representatives from special and regular education. The Cooperative Committee is the authorized group for coordinating such coop-wide activities as CSPD. The 1981–82 CSPD plan was developed using last year's plan as a basis. Meetings were conducted during which last year's plan was discussed, updated, and used as a basis for projecting this year's plan.

Part II: Assessment. Describe the needs assessment process used to determine the training needs of each personnel group. Include the number of personnel assessed and the percent assessed from each group. Summarize and report results including a list of personnel groups identified as needing inservice training in priority order and the content areas in which training is needed by each group. Include a timeline for the next planned needs assessment.

The review of the 1980–81 plan resulted in the use of the following procedures for updating the needs assessment: (1) conduct interviews with the building principals, (2) a survey sampling 30 percent of the regular classroom teachers, (3) use of futuristic protective techniques with special education teachers, and (4) analysis of the results from the State Special Education Program Review conducted during October 1980.

All procedures were implemented by the Cooperative Council with assistance from a task force consisting of ten educators from throughout the Swirl Cooperative. Consolidation of information revealed the following needs:

Building Principals: (1) Need for increased awareness of the impact of Public Law 94–142 on the role of the building principal. (2) Need for continued expansion of teacher assistance teams. (3) Need for assistance to regular classroom teachers when accommodating exceptional children in the classroom. (4) Need for knowledge of and ways to identify local resources for implementing a continuum of special services.

Classroom Teachers: (1) Support for managing exceptional children in the classroom. (2) Skills related to individualizing classroom instructional practices. (3) Knowledge about behavior management skills. (4) Ways of solving problems related to exceptional children at the building level.

Special Education Teachers: The following needs were identified using a modified version of the Delph technique. (1) Increased skills for consulting with classroom teachers. (2) More effective working relationships between special educators and regular educators, administrative and instructional personnel. (3) Increased skills for managing parent-teacher relationships.

Based on the assessment, the following three groups are targeted for inservice training: (1) regular educators, (2) special education resource teachers, and (3) both special and regular administrative personnel.

Part III: Personnel Development. (a) Describe the personnel development plan that will be implemented including goals, target groups, objectives and provisions for training and incentives. (b) Describe procedures for identifying resources. (c) Describe procedures for reviewing promising practices.

Swirl's personnel development plan reflects the priorities identified during the ongoing needs assessment process described in Part II.

Goal One: The Cooperative, supported by interviews with the Cooperative's principals, is the continued expansion of teacher assistance teams throughout the coop.

Goal Two: emerged from analyzing reports of the state special education program monitoring (fall 1980), a sampling of regular education staff and a group process, using futuristic projection with the special education teachers. Goal two states that the Cooperative's intention is the provision of training to at least 50 percent of the special education resource teachers so that they can successfully support and consult with regular classroom teachers managing exceptional children.

Goal Three: stipulates that both special and regular education administrators will become more aware of their new roles as a result of P.L. 94–142. For the purpose of this goal, "administrator" is any position having a supervisor's responsibility regardless of credential or formal job title.

Coordinating activities for reaching the three goals will be the responsibility of the Cooperative Council of Personnel Development. The Council identified the following objectives as related to personnel group and program goal.

Target Group: Regular educators

Goal One: To continue expansion of teacher assistance teams within the cooperative.

Objectives:

1. To select a minimum of two additional buildings in each corporation interested in implementing teacher assistance teams.
2. To identify team members and provide training for them and their respective staffs.

Target Group: Special education resource teachers

Goal Two: To increase the consultation skills of cooperative special education resource teachers.

Objectives:

1. To increase resource teacher's competencies as consultants to regular education classroom teachers. (Fifty percent of the resource teachers will be targeted for this objective.)
2. To identify a team of five resource room teachers and two principals who will have responsibility for designing a training program for people affected by this goal.

3. To provide resources (financial, material, and technical) to the team so that they may train affected personnel in conjunction with outside consultant services from the local university and/or community.

Target Group:	Special and regular administrators
Goal Three:	To increase awareness of how P.L. 94–142 has impacted the roles of both special and regular education administrators.
Objectives:	1. To identify at least ten special and regular education administrators interested in exchanging information and creating a support network to aid them in implementing the law. 2. To provide resources to the support network so that they can conduct monthly groups.

The objectives will be achieved by the following procedures:(a) by June 1981 the Cooperative Council on personnel development will identify training personnel from existing teacher assistance teams to form a cadre. Cadre will receive training during June 7–14.

(b) Corporations and buildings interested in teacher assistance teams will be identified by Council by June 1981.

(c) Building teacher assistance teams will be trained by Cadre during October 1981.

(d) All new teacher assistance teams will conduct at least one meeting by January 1982 and thereafter on a regular schedule.

(e) Design team of resource teachers identified by special education director and curriculum director by July 1981.

(f) Design team formulates training program by September 1, 1981.

(g) Resource teachers are trained by January 1982.

(h) Each resource teacher implements consultation activities by February 1982.

Part IV: Evaluation: Describe procedures for evaluating the effectiveness of the local system of personnel development in meeting identified personnel development needs. [Note: this section asks for a description of evaluation procedures of the overall CSPD, as well as individual inservice activities.]

The Cooperative Council of Personnel Development will coordinate the evaluation of the personnel development plan. The evaluation effort will focus on procedures for evaluating the specific goals/objectives identified in Section III.

The purposes for the evaluation are as follows: (1) To describe what took place in training the teacher assistance teams, resource teachers, and administrators. (2) To judge the effectiveness of the training that was provided to each group. (3) To improve the training activities on an ongoing basis and to make modifications in next year's plan.

Evaluation information will be provided to: (1) School boards and superintendents of each corporation in the cooperative [verbal reports and written summary]. (2) The Cooperative Council [verbal reports]. (3) The teacher assistance teams, resource teachers, and administrators involved in the training [newsletter article]. (4) The Department of Public Instruction [written summary].

Procedures for collecting evaluation information:

1. Goal One/Teacher Assistance Teams (TAT)

a. Following each training workshop rpovided by the Cooperative Council or the Cadre, small group debriefings will be held with the participants to gather information about their perceptions of the activities, team, etc.

b. Records will be maintained of the number and type of requests/problems dealt with during the TAT meetings.

c. Throughout the year, at least two indepth interviews will be conducted [by Cooperative Council members] within each building that has a TAT in operation. The interviewees will be with staff on that building to determinetheir perceptions of the project.

2. Goal Two/Resource Teachers (RTs)

a. Following each consultation training workshop provided for the RTs, small group debriefings will be held with the participants to gather information about their perceptions of the session.

b. Each resource teacher will maintain a record of the number of consultative contacts made with regular education personnel and the nature of those contacts.

c. Several teachers with whom the RTs have consulted will be interviewed to gather information about the model.

3. Goal Three/Administrators Support Group

a. Throughout the year a minimum of five interviews will be held with members of the support group to receive information about their perceptions of the support group activities and concept.

b. Agendas for the monthly group meetings will be collected and reviewed.

c. At the conclusion of the year, each member will be given a summary questionnaire to respond to the value of the group meetings.

As was stated previously, Cooperative Council members will be responsible for coordinating/collecting the information, reviewing it at their regular meetings, and developing the formats in which it will be presented to each group.

Part V: Dissemination. Describe activities to share information about the CSPD plan and its effectiveness both inside and outside of the planning district.

There are several dissemination strategies that will be employed to share information about the CSPD throughout the cooperative. They are described below for each Goal of the 1981–82 CSPD:

1. Goal One/Teacher Assistance Teams (TATs)

a. At monthly faculty meetings, a member of the TAT will report to the faculty a brief summary of the team's activities for the month.

b. Principals of the buildings with TATs will meet three times during the year to discuss what their teams are doing. They will also form a panel to present the team concept during a a principal institute day sponsored by the coop and involving all six corporations.

c. The newsletter in each corporation will be given an article to highlight the activities of the TATs in each corporation.

d. Within each corporation, the TATs will share information about their activities during other inservice efforts (e.g. curriculum council meetings, parent training days).

2. Goal Two/Resource Teachers (RTs)

a. Resource teachers meet as a group three times a year. During those meetings a summary of activities will be given by a representative of the group being trained in consulting skills.

b. Representatives of the RT group will also present their consultative model at the principal's meeting in each cooperative held in the spring.

c. The summaries written by the RTs (see Evaluation) will be sent to the director of special education who will then compile the information to be presented at school board meetings across the cooperative.

3. Goal Three/Administrators Support Group

a. Each administrative group represenred (e.g. principals, supervisors, directors of special education, etc.) will provide a verbal report at their respective administrators' meetings within their own corporation relative to the activities they are conducting each month.

b. An article will be written for the cooperative newsletter identifying some of the subjects of discussion within the support group.

TEAM YEAR END SUMMARY EVALUATION

Position Title:____

How were you chosen for participation on your team? [Check]

__ Volunteered	__ Appointed with prior consent
__ Nominated	__ Appointed without prior consent

Were you throughly briefed regarding the reasons for your participation on the team and the goals of the team before the first session in November? _____ Yes _____ No

Part I

1. How far did your group progress toward its goal for these meetings?

None	A little	Halfway	Much	All the way

Please comment:

2. To what extent did the members understand what they were trying to do?

Nobody did	A few did	Half did	Most did	All

Please comment:

3. How well did they understand HOW they were trying to do this?

Nobody did	A few did	Half did	Most did	All

Please comment:

4. To what extent was the group stymied by lack of information?

Badly stymied	Half the time	Not much

Please comment:

5. To what extent did the members seem to be interested in what the group was trying to do?

Nobody was	A few were	Half were	Most were	All

Please comment:

6. Would you say that interest lagged or held up?

Lagged badly at time	Held up pretty well	Held up all the time

Please comment:

7. To what extent were the members able to subordinate individual interests to the common goal?

Seldom | Half the time | All the time

Please comment:

8. Would you say that the general atmosphere of the group was –

Hostile | Half and Half | Friendly

Formal | Half and Half | Informal

Competitive | Half and Half | Cooperative

Please comment:

9. How many of the members participated in the discussions?

Only a few | Less than half | Half | Most | All

Please comment:

10. Did contributions indicate that those who made them were listening carefully to what others in the group were saying?

A few of them did | Half of them did | Most of them did

Please comment:

11. Did contributions indicate that those who made them were tied to preconceived positions, or were they able to consider the matters under discussion with an open mind?

Most were tied to preconceived positions | Half & Half | Most were openminded

Please comment:

12. What do you estimate are the odds that you and/or your team will follow through on the plans developed this winter and spring?

1	2	3	4	5	6	7
That we won't	75/25	60/40	50/50	60/40	75/25	That we will

Please comment:

13. In general HOW VALUABLE FOR YOU WERE THESE WORKSHOPS? Was it worth the time effort? Did you receive new information, new understandings, new insights, or new questions that you consider important, valuable, helpful?

1	2	3	4	5	6	7
Waste of time			Moderately valuable			Extremely valuable

Please comment:

Part II

1. Describe what you believe to be the "process" used by the NIN/State team to assist your team in its development efforts. Did the process contain elements of what you believe to be "best practices" in inservice education?

2. What kind of help can you (as a person or as a team) offer others attempting similar efforts?

3. What kind of continuing assistance do you feel your team will need to solve problems growing out of implementation of the inservice plan?

4. Please speculate: What effect will the work you have done in producing an inservice plan have on your school district?

5. Please add your final comments on the "experience": any surprises? any anxieties? any recommendations? any frustrations? any regrets? any anything?

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Instructional Sessions

12. How are the instructional sessions provided?

The sessions were originally taught in four two-day meetings conducted by the core training team. Planning teams from six to ten school districts came to an off-site location for the sessions. The sessions extended over a school year.

While there are a variety of training options, the following should be a part of the delivery and should include:

- *Sessions conducted by more than one person to provide multiple perspectives*
- *Ample intervals between sessions to allow planning teams to interact with others back home for the collecting, sharing, and validating of information*
- *Removal of day to day pressures to provide a sense of renewal for participants*
- *Opportunity for aprticipants to interact, generate and exchange ideas*
- *Opportunity for building of relationships within and between planning teams.*

Sample Agenda and Learning Centers

The following Workshop Agendas are provided to serve as examples of content and design. They are not to be strictly followed. Workshops are designed to address the contextual aspects of the agency and specific stiuations. Also included are descriptions of Individualized Learning Centers for each of the instructional topics. These centers represent another instructional strategy which can be incorporated into the workshops, and enhance the team member's understanding of the planning process. See reference section for more information.

PLANNING AND DEVELOPMENT – WORKSHOP I

Issue: Designing Action Plan for Problem Identification Process

November 20 – 22

The primary goal of the workshop is to assist the representatives from each educational unit to collaboratively process the problem negotiation phase in designing a needs assessment. This goal will be achieved through the development of three objectives: I. Orientation – (a) Exploration of the purpose and process involved in the Colorado National Inservice Network project, (b) Exploration of the roles and relationships between NIN/CDE/Cadre/LEH/IHE, (c) Exploration of expectations for local educational units as CO/NIN Pilot Projects. II. Problem Identification – (a) Each local educational unit will identify perceived staff development problems within districts, (b) Each local educational unit will prioritize and consolidate problem statements. III. Problem Verification/Action Plan – Each local educational unit will formulate an action plan to share preliminary analysis, validate problems and invite community or system response.

TIME	ACTIVITY	PURPOSE	OUTCOME	MATERIAL	PRESENTER/METHOD
Thursday, 11/20/80	Welcome			Purpose Statement	Marilyn/information presentation
Main Lodge 9:00 am/9:30/	Overview	To present the conceptual basis & rationale for CO/NIN project & needs assessment		NIN Underlying Principles	Penny & Tim/information presentation
	Introductions	To develop understanding of roles & relationships		Roles/relationships diagram	Marilyn/information presentation
10:30/	Coffee break				
10:45/	Small group discussion	To explore LEA expectations/questions/answers		Workshop I Packet	Cadre/team discussion
12:00 pm	Lunch				
01:20/	Problem Identification	To preview steps in problem identification			Nancy & Cindi/information presentation
02:00/	Work Session	To identify a set of "personnel development problems" in each educational unit	List of problems for each team		Teams/small group
04:00/	Closure	To review tasks of day/hear from teams	Formative evaluation of workshop	Designing a Problem Focused Needs Assessment (Manual): 21-26	Cindi/facilitator Teams/discussion
04:30	Adjourn				
Friday 11/21/80					
08:00 am/	Coffee				
08:30/	Overview	To preview the tasks for day			Gary/information presentation
08:45/	Work Session	To focus on one or two problems identified then define problem(s)	Formulate a specific definition (statement(s) of the problem)		Teams/small group
	Break (when needed)				

TIME	ACTIVITY	PURPOSE	OUTCOME	MATERIAL	PRESENTER/METHOD
10:00	Planning Simulation	To assist teams in taking an initial introspective look at their districts		Diffusion Game	Penny & Tim/cadre/teams
12:00/	Lunch				
01:30 pm	Problem Verification	To preview instructions for problem verification			Cindi/information presentation
02:00/	Work Session	To generate an action plan for validating the problem (back home)	An "Action Plan"		Teams/small group
04:00	Closure	To review tasks of day/ hear from teams/collect action plans	Formative evaluation of workshop		Kris/facilitator Teams/discussion
04:30	Adjourn				
Saturday 11/22/80					
08:30 am/	Coffee				
09:00/	Overview	To preview the tasks for the day			Kris/information presentation
09:30/	Work Session	To revise action plans	Completed action plans		Teams/smallggroups group
11:30	Wrap-up	To hear from teams/ preview next steps for Workshop II 1/16-17	Formative evaluation of workshop	Inservice Best Practices: Learnings of General Education, Harry Hutson Temporary Task Forces: A Humanistic Problem Solving Structure, Robert A. Luke, Jr.	Al/facilitator Teams/discussion
		Reimbursement			Lynne
12:30	Adjourn				

PLANNING AND DEVELOPMENT – WORKSHOP II
Issue: Designing an Action Plan for Conducting Needs Assessment
January 16 – 17

The primary goal is to assist local units to collaboratively develop a needs assessment plan. This goal will be achieved through the accomplishment of three objectives: I. Analysis of Problem Verification – (a) Review and analyze data collected through the problem verification action plan, (b) Analyze procedures used in data collection. II. Design of Needs Assessment – (a) Define needs assessment as a segment of the planning process, (b) Identify the elements of a needs assessment, (c) Identify strategies for needs assessment. III. Design an Action Plan for Needs Assessment – (a) Develop a local plan of action for needs assessment, including data collection strategies/instruments, timelines, resources and preliminary plans for data analysis.

TIME	ACTIVITY	PURPOSE	OUTCOME	MATERIAL	PRESENTER/METHOD
Friday 1/16/81					
07:30 a.m	Breakfast				
08:30	Welcome Overview	Review workshop agenda and goals		Agenda	Kris/large group
09:00	Presentation: Analysis of Problem Identification	Present method(s) for analysis of data collected & procedures used in problem identification		Analysis grid	Tim/large group
09:30	Work Session	Review and analyze collected data & procedures used in problem identification	Complete analysis grid		Teams/small group
	Break (when needed)				
11:00	Presentation: Needs Assessment	Define needs assessment as part of planning process, identify elements of NA; identify strategies of NA		Needs Assessment handouts; Action Plan Worksheet	Cadre, teams/small group
	Discussion	Clairfying material presented			Cadre teams/small group
12:30 pm	Lunch				
01:30	Presentation	Preview & define afternoon tasks			Gary/large group
01:45	Work Session	Develop needs assessment action plan	Draft: Action Plan		Teams/small group
4:15	Closure	Review days work/collect drafts of NA action plans			Nancy/large group

TIME	ACTIVITY	PURPOSE	OUTCOME	MATERIAL	PRESENTER/METHOD
Saturday 1/17/81					
07:30 am	Breakfast				
08:30	Overview	Preview days activities			Cindi/large group
08:45	Work Session	Finalize NA action plans; select/design specific data gathering instruments			Teams/small group
	Break (when needed)				
12:30 pm	Lunch				
01:30	Work Session	Complete or continue to work on data collection instruments	Final copy of action plan & draft of specific NA instruments		Teams/small group
03:30	Closure	Review outcomes of workshop			Nancy/large group
		Preview next steps			
		Preview March workshop			
		Evaluation of workshop			Penny/large group
		File reimbursement claims			Marilyn/large group
		Closing comments			Cadre/large group
04:30 pm	Adjourn				

PLANNING AND DEVELOPMENT – WORKSHOP III

Issue: Designing a Comprehensive Action Plan for Staff Development

March 12 – 13

The primary goal of this workshop is to assist local administrative units in developing a comprehensive staff development action plan to meet the unit's identified needs. The goal will be achieved through work toward four major objectives: I. Analyze results of needs assessment – (a) Review and analyze the data collected through the needs assessment, (b) Review and analyze the procedures used during needs assessment. II. Design a comprehensive staff development program – (a) Define the concept of a comprehensive system for personnel development, (b) Identify and discuss guiding principles for program design, (c) Identify and discuss key elements of staff development programs, (d) Identify a range of program designs and staff development delivery systems. III. Develop an action plan for staff development – (a) Develop a specific action plan for a staff development program to meet the unit's identified need including identification of target groups, methods/intervention strategies, resources, benefits and other planning considerations. IV. Review the proposal writing format.

TIME	ACTIVITY	PURPOSE	OUTCOME	MATERIAL	PRESENTER/METHOD
Thursday 3/12/81 08:30 am	Welcome and Overview	Review agenda and workshop objectives		Agenda	Kris/large group
08:45	Presentation: Analysis of Needs Assessment	Present method(s) for analysis of data collected & procedures used in needs assessment		Needs assessment Analysis Questionnaire	Kris/large group
09:00	Work Session	Review & analyze collected data, procedures & other outcomes	Conplete needs assessment analysis questionnaire		Teams/small group
10:45	Break				
11:30	Share Out	Share procedures and significant learnings from needs assessment			Nancy/teams/large group
01:00 pm	Panel discussion: Program Design	Review the concept of a comprehensive system of personnel development; identify key elements of successful staff development programs; identify strategies for inservice delivery		Examples of Staff Development Delivery Systems Contexts for Inservice	Cindi/teams/large group
01:30	Brainstorming Activity	Identification of planning considerations	Compilation of ideas generated (to be distributed later in workshop		Cindi/teams/large group

TIME	ACTIVITY	PURPOSE	OUTCOME	MATERIAL	PRESENTER/METHOD
02:00	Presentation: Development of Action Plan	Overview of tasks for afternoon		Inservice Planning Guide	Cindi/large group
02:15	Work Session	Begin development of action plans	Drafts of action plans		Teams/small group
04:15	Closure	Review days's work; collect drafts of action plans			Gary/large group
Friday 3/13/81 07:30 am	Breakfast				
08:30	Opening	Preview days activities			Nancy/large group
08:45	Work Session	Receive feedback on action plan drafts; refine action plans			Cadre/teams/small groups
	Break (when needed)				
12:00	Lunch				
01:00 pm	Presentation Proposal Writing	Review proposal format. timeline, etc. Questions and answers		Proposal format packet	Cadre/large group
01:30	Work Session	Refine & finalize action plans	Final copy of action plan		Team/small groups
02:45	Break				
03:30	Presentation: Identification of Resources	Review sources for information regarding model staff development programs		SCAN brochure NIN Abstract Book NIN Resource Directory LEA Project Abstracts	Tim/large group
04:00	Closure	Collect copies of action plan Review outcomes of workshop Preview next steps Preview April workshop Closing comments Evaluation of workshop			Cindi/large group
	Adjourn	File reimbursement claims			

PLANNING AND DEVELOPMENT – WORKSHOP IV

Issue: Drafting a Proposal for a Comprehensive Staff Development Plan

April 9 – 10

The primary goal of this workshop is to assist each local administrative unit develop a comprehensive staff development plan which addresses identified needs. This goal will be achieved through work toward four major objectives: I. Finalize local administrative units' staff development action plans. II. Review evaluation components of the plan – (a) Define purpose(s) of evaluation, (b) Develop on-going, multifaceted evaluation to assist in the continued refinement of staff development programs. III. Review proposal writing format. IV. Reflect on progress of individual LEA planning teams.

TIME	ACTIVITY	PURPOSE	OUTCOME	MATERIALS	PRESENTER/METHOD
Thursday 4/9/81					
07:30 am	Breakfast				
08:30	Welcome Overview	Review agenda & objectives		Agenda	Gary/large group
08:45	Work Session	Refine action plans			Cadre, teams/small group
	Break (when needed)				
11:45	Discussion	Generate questions for team-on-team assistance	List of questions	Cards	Cadre, teams/small group
12:00	Lunch				
01:00 pm	Work Session	Discuss responses to questions generated for team-on-team assistance			Cadre, teams/small group
02:00	Evaluation design	Define purposes of evaluation Present methods for design of evaluation plan		Evaluation concepts checklist Evaluation planning worksheet	Tim & Penny/large group Cindi & Nancy/large group
02:30	Work Sessions	Begin design of evaluation component			Cadre, teams/small group
03:30	Break				
4:00–5:30	Team-onTeam Assistance (BYOB)	Idea exchange			Nancy & Gary/large group
6:00	Dinner				

TIME	ACTIVITY	PURPOSE	OUTCOME	MATERIALS	PRESENTER/METHOD
Friday 4/10/81					
07:30 am	Breakfast				
08:30	Opening	Review day's activities Briefly review proposal writing format		Proposal format Reader's evaluation worksheet	Cindy/large group
09:00	Work Session	Address specific concerns regarding proposal writing Finalize evaluation plans	Completed action plan Completed draft of evaluation plan		Cadre, teams/small group Cadre, teams/small group
12:00	Lunch				
01:00 pm	Discussion: Group Process	Introspective look at team development & future considerations		Group Leadership, Behavior worksheet & Future Considerations handout	Cadre, teams/small group
02:30	Closure	Collect final action plans & drafts of evaluation plans Review outcomes of workshop Preview remaining steps/timelines Closing comments Evaluation of workshop File reimbursement claims		Workshop Evaluation Questionnaire	Kris/large group Kris/large group Kris/large group Kris/large group Cadre/large group
03:00	Adjourn				

LEARNING CENTERS
on
Teaming
Shared Decisionmaking
Communication Skills
Quality Practices
Quality Practices in Personnel Development
Perspectives about Delivering Inservice Training
Evaluation Professional Development Activities
The Networking Perspectives

Prepared by

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LEARNING CENTER: RESOURCE CARD

TOPIC: Teaming (1)

CONTENT: This topic includes information related to the development, function and management of group decisionmaking units may they be teams, ad hoc tasks, advisory groups or building based staff development teams.

RESOURCES: The following chart shows the available activities and resources.

Center	Description	Title	Number
Reading	Magazine articles, parts of books and documents	Break down classroom walls: Establishing building based teams	1.11
		Instructional support teams: their initiation in local school buildings	1.12
		Staff support teams: critical variables	1.13
		Temporary task forces: A humanistic problem solving structure	1.14
Self Instruction	A cassette tape and written script	The Five Cycles of Team Operation	1.21
Games	A simulation of experience the processes of a building based staff development team. A minimum of 3 people are needed	Simulation: A Building Perpective	1.31
Problem Solving	A packet that requires you to solve problems related to team operation	Teaming Problem Solving	1.41
Products	Materials that illustrate both different kinds of teams and factors influencing team operation	Appendix A: Models of Teams	1.51
		The Assistable Team Inservice Model succeeds in Wake County, North Carolina	1.52
		What is necessary for successful team operation?	1.53
		How do you build a school based staff support team?	1.54
		Why build a school based staff support team?	1.55

Discussion Please sign up at the center giving your name, with whom you want to talk, and the time you want to talk.

LEARNING CENTER: RESOURCE CARD

TOPIC: Shared Decisionmaking (2)

CONTENT: Shared Decisionmaking is a series of skills for assisting groups and individuals as they identify, select, and complete some desired action. Shared decisionmaking skills are applicable to situations requiring cooperative actions such as designing and implementing building based staff development programs.

RESOURCES: The following chart shows the available activities and resources.

Center	Description	Title	Number
Reading	Magazine articles, parts of books, and documents	Major concepts of SDM	2.141
		Shared decisionmaking	2.142
		A case example	2.143
Self Instruction	A cassette tape and written script	The Consultant's Tools: Shared Decision Making	2.24
Games	A game for two people	TIC–TAC–TOE	2.31
Problem Solving	A packet that requires you to solve problems related to using shared decisionmaking	Shared Decision Making: Problem Solving	2.41
Products	Materials illustrating how shared decisionmaking is used by people	A case example	2.541
		Formation of action plans	2.544
		Developing a problem statement	2.545
		Introduction to shared decisionmaking	2.546
		Brainstorming	2.548

Discussion	Please sign up at the center giving your name, with whom you want to talk, and the time you want to talk.

LEARNING CENTERS: RESOURCE CARD

TOPIC: Communication Skills (3)

CONTENT: Seven communication skills are discussed and presented. They are attentive listening, paraphrasing, using exploratory responses, perception checking, behavior descriptions, descriptions of feelings, and I-messages.

RESOURCES: The following chart shows the available activities and resources.

Center	Description	Title	Number
Reading	Magazine articles, parts of books, and documents	Attentive listening	3.111
		People who read people	3.112
		Conversational politics	3.114
		How to use a skill like paraphrasing	3.123
		Exploratory response	3.131
		Perception check	3.142
		Behavior description	3.151
		Description of feelings	3.161
		I-message	3.171
		Being a facilitator of staff communication	3.173
		Synergy and consensus-seeking	3.174
Self Instruction	A cassette tape and written script	Communication: Everybody's Saying It	3.21
Games	A game for 2 to 4 people	Communication Disco	3.31
Problem Solving	A packet that requires you to solve problems related to communication skills	Problem Solving	3.41
Products	Materials illustrating the use of communication skills	The fishbowl design for discussion	3.421
		I choose you because . . .	3.522
		Learning about behavior styles	3.551
		The Communications Profile	3.552
		Personal Goals—Improving Skills in Fact-to-face Communication	3.553
		Paraphrase—A Basic Communication Skill for Improving Interpersonal Relationships	3.555
		Perception Check—A Basic Communication Skill for Improving Interpersonal Relationships	3.556
		Behavior Description—A Basic Communication Skill for Improving Interpersonal Relationships	3.557
		Description of Feelings—A Basic Communication Skill for Improving Interpersonal Relationships	3.558
		Freeing & Binding Responses	3.559
		Opener/Closers	3.560
Discussion	Please sign up at the center giving your name, with whom you want to talk, and the time you want to talk.		

LEARNING CENTER: RESOURCE CARD

TOPIC: Quality Assessment Practices (4)

CONTENT: The materials and activities describe principles related to and methods for meeting the minimum criteria of a quality needs assessment.

RESOURCES: The following chart shows the available activities and resources.

Center	Description	Title	Number
Reading	Magazine articles, parts of books, and documents	Eric Exceptional Child Education Report	4.12
		The place of values in needs assessment	4.13
		The identification of inservice training needs of educators working with handicapped children	4.14
		The process of needs assessment	4.15
		Analyzing models of needs assessment	4.16
		Designing a problem-focused needs assessment	4.17
Self Instruction	A cassette tape and written script	The State of the Arts of Needs Assessment in Education	4.21
Games	A game for 1 to 4 people during which you will identify needs assessment practices	Trekking Away	4.31
Problem Solving	A packet that requires you to solve problerns about Needs assessment practices	Assessment: Problem Solving	4.41
Products	Materials illustrating effective needs assessment techniques	The nominal group process	4.51
		Increasing validity through decisioning techniques	4.52
		Force Field Analysis	4.53
		Quaker Meeting	4.54
		Interviewing—caveats & suggestions	4.55

Discussion	Please sign up at the center giving your name, with whom you want to talk, and the time you want to talk.

LEARNING CENTER: RESOURCE CARD

TOPIC:	Quality Practices in Personnel Development (5)
CONTENT:	Materials and activities present and describe principles and methods for designing and implementing personnel development programs. Ideas for effective staff training are included as well as those for building based efforts.
RESOURCES:	The following chart shows the available activities and resources.

Center	Description	Title	Number
Reading	Magazine articles, parts of books, and documents	Staff development in your organization	5.11
		Quality practices task force final report	5.12
		Inservice Best Practices: The Learnings of General Education	5.13
Self Instruction	A tape and script about quality practices identified by the NIN Quality Practices in Inservice Education task force	Quality Practices of Personnel Development	5.21
Games	A game for 1 to 4 people during which you will identify quality practices for personnel development	Blasting Off Your Problems	5.31
Problem Solving	A packet that requires you to solve problems about developing effective practices for personnel development	Personnel Development: Problem Solving	5.41
Product	Materials illustrating personnel development practices	The configuration of a CSPD in an Indiana cooperative	5.51
		1980–81 CSPD abstracts	5.52
		Inservice Planning Guide	5.53
		How to operate an inservice activity	5.54

Discussion	Please sign up at the center giving your name, with whom you want to talk, and the time you want to talk.

LEARNING CENTER: RESOURCE CARD

TOPIC: Perspectives About Delivering Inservice Training (6)

CONTENT: Materials and activities describe two viewpoints about how inservice training should be designed and implemented; the linking agent perspective and the organizational development perspective. Included in the materials are examples of public school training programs reflecting each or both viewpoints.

RESOURCES: The following chart show the available activities and resources.

Center	Description	Title	Number
Reading	Magazine articles, parts of books, and documents	Personnel development section of the Indiana CSPD Plan	6.11
		Strategies and tools for facilitating system change	6.12
		Team functioning and staff development: A role release approach to providing integrated educational services for severely handicapped students	6.13
		A statewide inservice network for special education paraprofessional training—The Kansas Facilitator Model	6.14
		Opportunities for Schools of Education to Foster Practitioner Involvement in the Improvement of Teaching	6.15
		The School Principal: Recommendations for Effective Leadership	6.16
		Individualizing Staff Development in Rural School Districts	6.17
		Extension Serves the Handicapped The Cooperative Extension Project for the Handicapped	6.18
Self Instruction	A cassette tape and written script	Perspectives About Delivering Inservice Training	6.21
Games	A game for 1 to 4 people during which you: (1) identify principles of the linking agent & organizational development perspectives (1) apply the principles to your local efforts	Inservice Baseball	6.31

Center	Description	Title	Number
Problem Solving	A packet of problems that require you to develop solutions Problems are those related to delivering inservice training	Perspective About Delivering Inservice training: Problem Solving	6.31
Products	Examples of inservice training activities influenced by either or both of the perspectives; linking agents & organizational development	Elk Grove Public Schools, Project Loft	6.51
		Project Trek	6.52
		Project Loft	6.53
		Inservice/Staff Development	6.54
		Organizational Norms Opinionnaire	6.55
		Where It's Happening Staff Development Program Meets Changing Needs	6.56
		Creating Classroom Options	6.57
		The Concept of an Integrated Instructional Support System (Salina, Kansas Model)	6.58
		The Self-Directing Professional	6.59

Discussion	Please sign up at the center giving your name, with whom you want to talk, and the time you want to talk.

LEARNING CENTER: RESOURCE CARD

TOPIC: Evaluating Professional Development Activities (7)

CONTENT: The materials and activities describe principles related to an methods for evaluating programs and activities like those related to Professional Development.

RESOURCES: The following chart shows the available activities and resources.

Center	Description	Title	Number
Reading	Magazine articles, parts of books, and documents	Confronting mundane realities when evaluating staff development programs	7.12
		Program evaluation, particularly responsive evaluation	7.13
		Intensive interviewing	7.14
		Transient observations and document analysis	7.15
		A users guide to the evaluation of inservice education	7.16
Self Instruction	A cassette tape and written script	Evaluating CSPD Activities	7.21
Problem Solving	A packet that requires you to solve problems related to evaluating professional development activities	Assessment Problem Solving	7.41
Products	Materials that illustrate principles and methods for evaluating programs or activities	New Jersey Mainstream Inservice Project; Final Report	7.51
		The "Key Respondent" Method: How we kicked the questionnaire habit	7.52
		Evaluation report summary	7.53
		National inservice Network in Indiana	7.54
		Learning Unlimited	7.55
		The Judicial Process as a Form of Program Evaluation	7.56
Discussion	Staff are available for individual consultation; focus is on evaluating professional development activities.		

LEARNING CENTER: RESOURCE CARD

TOPIC:	The Networking Perspective (8)
CONTENT:	Materials and activities present and describe a set of strategies useful for both disseminating information about professional development and for thinking about change processes. Collectively the strategies are referred to as Networking.
RESOURCES:	The following chart shows the available activities and resources.

Center	Description	Title	Number
Reading	Magazine articles, parts of books, and documents	Networking the vision	8.12
		The question for "free order"	8.13
		From the grapevine/networks	8.14
		Working women find support in not-so-old girls' network	8.15
Self Instruction	A cassette tape and written script	The Networking Perspective	8.21
Game	A game for 1 to 4 people during which you: (1) identify elements of networking (2) apply networking concepts when disseminating information or designing change strategies	The Black Network	8.31
Problem Solving	A packet that requires you solve problems about: (1) disseminating information about professional development (2) designing change strategies	The Networking Perspective: Problem Solving	8.41
Products	Materials illustrating the use of the networking perspective	Networking model for inservice training relative to the concepts of Public Law 94—142	8.51
		Task schedule	8.52
		Network components	8.53
		Session C: Networking	8.54
		How Other Networks Started	8.55
		Case Histories & Comparative Analysis of Networks for Improving Elementary & Secondary Education	8.56
		Center on Technology & Society	8.57

Discussion	Please sign up at the center giving your name, with whom you want to talk, and the time you want to talk.

Implementation and Maintenance

14. *What is needed to implement and maintain the plan?*

The primary agency must continue to support:

- *opportunities for participants to share and disseminate information*
- *on-site support, consultation and technical assistance.*

In addition, participating local teams must adhere to and be responsible for:

- *adaptive implementation*
- *continuous identification and building of local resources*
- *dissemination of sother similar agencies*
- *reporting of plan results including accomplishments and impact.*

ILLUSTRATION

The Indiana SEA is supporting the Indiana Peer Dissemination Network. The Network, made up of the state core team and all training participants, gathers two-three times a year to share ideas and information. Network members trade consultation and resources. One team put on workshop for 65 of its school corporation staff. The team used network members from two other local teams as trainers.

CONTINUATION: PROGRAM REVIEW

(Example)

Prepared by

NIN/Colorado Staff

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Bloomington, Indiana 47405

CONTINUATION: A PROGRAM REVIEW

In order for local NIN projects to receive financial and technical assistance beyond the first year of implementation, a progress report specifying project activities and a continuation proposal specifically outlining the future direction of the program must be submitted to the Coordinator of Inservice, Special Education Services Unit, Colorado Department of Education. We view the reporting requirements as providing a more formal opportunity for districts to analyze and reevaluate the progress and future direction of their staff development program.

The purpose of the report and continuation proposal forms are:

To monitor the proper use of funds in accordance with federal and state guidelines and to monitor the intents and goals of the accepted proposals.

To meet the SEA/NIN need for an information management system to be better able to retrieve and disseminate information regarding program implementation and to be better able to provide assistance to Year I (A), Year II (B), and future districts.

To provide a stimulus and format for local districts to collect information to assist them in decisionmaking and program management.

To provide a stimulus and format for local districts to reevaluate the future direction of their inservice program and make necessary changes to guarantee its success.

Continuation Agreement Application
for
SEA/National Inservice Network

Name of District: ______________________________

Address: ______________________________

____

____

Task Force: ______________________________

Chairman ______________________________

Members ______________________________

____

____

____

In order to guarantee your continued participation as a SEA/Nin local project, it is necessary to complete the following phase of the agreement process.

Phase I Descriptive Review

The continued commitment from the SEA to local districts for project participation involves an exploration of both the LEA commitment and the LEA project process. Criteria to be included in this descriptive review are as follows:

1. LEA review of the selection criteria and process with the original decisionmakers.
2. Listing of indicators for LEA renewed commitment.
3. Exploration of the results of project participation.
4. Justification of any changes in process and proposal.

Phase II Progress Report

Completion of three sections in report:

1. Activity/Accomplishment Grid.
2. Program Component Narrative.
3. Budget Report.

Phase III Continuation Proposal

Completion of the proposal continuation form for local NIN projects.

Phase IV SEA/LEA Agreement Negotiation

Upon completion of phases I, II, and III, the LEA wll schedule an appointment with the SEA to negotiate and finalize the continuation agreement.

The forms included in this packet are divided into two areas:

1. *Progress Report*

   Section I

   A listing of program activities, accomplishments and procedures to be completed by November 1. This section will need revising and updating prior to May 1 and will be submitted by May 15 as one evaluation component of the NIN project.

   Section II

   A narrative of short, open-ended questions concerning major program components. This section (one composite per district) will be submitted by May 15 as one evaluation component of the NIN project.

   Section III

   A budget report, following the same format as the proposed budget sheet, to be submitted by May 15 as one evaluation component of the NIN project.

2. *Continuation Proposal*

   A proposal continuation format for local NIN projects wishing to receive financial and technical assistance beyond the first year of implementation. This section must accompany evaluation components I, II and III and be submitted by May 15.

Odds and Ends:

1. Select an individual reporter who is disciplined enough to carry out the task.
2. Section II of Progress Report could be shared with all members of the local NIN planning task force . . . providing for multiple perspectives as well as an opportunity for reviewing and discussing both the progress and direction of staff development systems.

PROGRESS REPORT — SECTION 1 — EXAMPLE

			Evaluation	Involvement			
Needs	Goals/ Objectives	Current Action Plan	Documentation / Analysis / Changes	Participant Roles	Number of Participants	Time Line	Costs
Planning & decision on building level programs	Overall system manage-	Formation & operation of 4 building level teams	.Minutes of meetings .Questionnaire at end of year	Reg. Ed. teachers Spec. Ed. teachers Administrators	6 6 4	September 29 and on-going	0
Communication & decision making	Objective 2—Improved communication	1 day workshop training bldg teams w/outside consultant	.Evaluation of workshop .Use of workshops skills in team meetings	Same as above	6 6	October 5	300 travel exp. 360 substit. 660.00
Events, etc, in staff development	Objective 2—Improved communication	District-wide newsletter on inservice	.Copies of newsletter .Log of responses to newsletter	All staff School Bd. P.T.O.	133 8 30	October 11 once every day	50.00 printing materials

PROGRESS REPORT – SECTION 1 – ACTIVITY/ACCOMPLISHMENT GRID

			Evaluation	Involvement			
Needs	Goals/ Objectives	Current Action Plan	Documentation / Analysis / Change	Roles of Participant	Number of Participants	Time Line	Costs

Progress Report — Section 1 — Grid Instructions

The Activity/Accomplishment Grid will be used for two purposes by LEAs involved in SEA/NIN pilot projects:

1. To provide an overview of project procedures and ongoing data compilation throughout the year.
   - . . . project proposal projections will be completed on grid prior to on-site visits by SEA/NIN representatives
   - . . . grid information will be kept "continuously current" (as opposed to year end reconstruction) to facilitate LEA updating of information.
2. To provide the summative format for reporting requirements, Section 1, Progress Report.

Topical Descriptions for Grid Columns:

1. Needs: needs identified during the assessment process
2. Goals/Objectives: specified project outcomes which guide the direction for the project
3. Current Action Plan: step-by-step procedures to be used to carry out the project
4. Evaluation: documented evidence that the evaluation was conducted; analysis of the evidence; and anticipated changes resulting from the analysis
5. Involvement: roles and total number of individuals to participate in the project
6. Time Line: specific time when activities occurred
7. Costs: specific expenses incurred under each activity.

Progress Report — Section II — Program Component Narrative

1. Describe the status of your staff development organizational structure. —Is it in place?, —Who is involved?, —What are its functions?, —How is it working?

2. Describe the results of your staff development activities/accomplishments. —Are objectives being met?, —Do people feel better?, —Have specific skills been learned?, —Are they being used?, —etc.

3. Describe the impact or effects that your staff development system has had thus far on: your school system in general, —instructional programs, —the relationship between special education and regular education, —the improvement of services to handicapped students, especially those in regular classrooms, —the major goals of the proposal.

4. What do you feel have been the major success(es) of your staff development system?

5. What are or have been some of the major or big problems (if any)?

6. What changes or adaptations have you need to make so far and, why? —What changes of adaptations do you foresee having to make and, why?

7. What are some major learnings as result of your efforts?

8. Briefly describe your "next steps" and things with which we might be able to assist.

9. Describe any dissemination procedures for a unique aspect of the inservice mode, in that it supports over all SEA and NIN objectives.

Feel free to append any information you feel would be appropriate, e.g. copies of newsletters, minutes of meetings, workshop agendas, evaluation summaries, etc.

Section IV — Continuation Proposal Writing Format For SEA/National Inservice Network Pilot Projects

In order for local NIN projects to continue to receive financial and technical assistance beyond the first year of implementation a proposal must be submitted to the Coordinator of Inservice, Special Education Services Unit, State Department of Education by________________________________.
The following guide provides a format for writing continuation proposals.

Abstract	Provide a brief updated overview of the program in non-technical language, including any major changes in the design or implementation of the program.
Introduction	Provide a brief description of any major changes in school district(s) or administrative unit (e.g. demographics, district goals, etc.) which are relevant to the project.
Process Narrative	Provide a description of any significant changes in the composition of the planning team, planning procedures and organization.
Assessment	Provide a description of the procedure(s) used to identify the needs to which the inservice plan will respond (if changed from previous procedure): list any newly identified needs; and include the assessment instrument(s) used. These needs will be listed on report grid, column 1.
Objectives	Provide a description of any changes in the inservice programs expected outcomes; list objectives differentiating between old and new. (Report grid, column 2).
Action Plan	Provide a description of any changes in how the programs objectives will be achieved and any changes in the overall program, i.e. who, what, when, where, how, and with whom (Report grid, column 3).
Evaluation	Provide a descriptive analysis of project goals, objectives and current practices, including quantitative and qualificative indicators and develop procedural changes (see grid column 4).
Dissemination	Provide explanation of dissemination avenues for project products or learnings.
Budget	Provide a thorough explanation of budget items and projected costs (see attached grid, column 6).

THE NETWORKING PERSPECTIVE
PROBLEM SOLVING
(Exercise)

Prepared by
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THE NETWORKING PERSPECTIVE
PROBLEM SOLVING

. Please use scrap paper when solving problems

PROBLEM 1

WHICH OF THE FOLLOWING STATEMENTS ILLUSTRATE THE NETWORKING PERSPECTIVE?

1. "News from the grapevine has it that Martha will be promoted to head teacher."
2. "Our faculty consists basically of three clans with independent leaders and three loners. That's why our principal must be such a good negotiator."
3. "When studying schools, the organizational chart is the best cue to explain what is happening."
4. "The formal authority certainly resides with our principal, but she cannot do much without consulting with department chairpersons who guard their power like robber barons."

Numbers one, two, and four.

PROBLEM 2

WHICH OF THE FOLLOWING CHANGE STRATEGIES WOULD BE USED BY A CHANGE AGENT WHO IS INFLUENCED BY THE NETWORKING PERSPECTIVE?

1. Most change strategies would be aimed at clearly defining job roles of people in formal authority.
2. Create opportunities for people to work together, share information, and exchange resources.
3. Form groups that involve non-hierarchical relationships and collaborative efforts when "the time is right."
4. Create mechanisms that allow people to be in touch with others for specific purposes.
5. Increase the organization's capacity to positively reward subordinates.
6. Increase the leader's ability to issue commands.

Numbers two, three, and four.

SELECT A CURRENT ORGANIZATION WHICH YOU BELONG TO SUCH AS A CHURCH SOCIAL CLUB OR SCHOOL FACULTY. AFTER IDENTIFYING THE ORGANIZATION, DESCRIBE AND ANALYZE IT USING A NETWORKING PERSPECTIVE. SHARE YOUR DESCRIPTION WITH A FELLOW PARTICIPANT OR THE SESSION FACILITATOR.

Descriptions should include the following:

- Statements about the cause and effect relationships, i.e., tight and/or loose coupling.
- Statements about how people are connected with each other.
- Statements about leadership styles of leaders and sub-group leaders.

PROBLEM 4

IDENTIFY ONE SUCCESSFUL CSPD ACTIVITY IMPLEMENTED BY YOUR LOCAL PLANNING DISTRICT SUCH AS THE START–UP OF BUILDING–BASED TEAMS. DESIGN A DISSEMINATION PLAN USING A NETWORKING PERSPECTIVE. SHARE YOUR OUTLINE WITH A FELLOW PARTICIPANT OR THE SESSION FACILITATOR.

Outlines should reflect the following points:

- designing processes rather than the creation of products
- using and supplementing existing connections between people rather than creating all new channels of communications
- delivering multiple kinds of messages
- considering the nature of the cause and effect relationships within the network(s) [loose-tight coupling]
- messages targeted at both formal--appointed leaders, and informal--sub-group leaders
- identifying people who are responsible for managing the synthetic network.

Model Evaluation

15. How is the model evaluated?	*Evaluation is based on the concerns and issues of relevant audiences such as the participants, state education agency and staff. The focus is on participant evaluation of the planning process and plan implementation. During and after planning sessions participants provide evaluation data both on the training content and process. A variety of evaluation methods are modeled by the trainers including group interviews and pre- and post session rating scales. Results are provided to the participants on a regular basis. Products such as team action plans, needs assessment data and the plan itself are outcome measures which can be used to judge the effectiveness of the planning sessions. While some monitoring of plan implementation is conducted by the core team, the focus is on user evaluation as a management tool.*

EVALUATION DESIGN

Adopted from An Evaluation Design
Prepared by

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EVALUATION DESIGN

The evaluation design outlined here follows a responsive naturalistic model based on the work of Stake (1975) and Guba and Lincoln (1981). Responsive evaluation is generally distinguished by extensive descriptive material, focus on program activity rather than solely on program intent, and an adptable and emergent design, but most particularly organization around the issues and concerns of stakeholding audiences taking into account the pluralistic value positions they are likely to hold.

Though there are many alternative approaches to evaluation, a responsive model may be most applicable for a variety of reasons:

1. A comprehensive staff development program cannot always be easily evaluated across a single set of critreia. There will be multiple audiences and a variety of stakeholders in this project as it continues to develop. A responsive evaluation model provides an opportunity to surface their diverse concerns and issues and access multiple impacts of the NIN project within this complex context. It also allows us to take *explicit* account of value differences among audiences.

2. A responsive mode is sensitive to shifts in project activities that occur as a result of feedback from the target audiences. Though many specific program intents and outcomes can be specified in advance and built into an evaluation design, our previous experience has been that unanticipated outcomes may represent some of the more important program impacts. Though major goals and intents remain fairly constant, you can expect some strategic and tactical shifts in activities as implementation continues. A responsive evaluation design with an imphasis on formative as well as summative evaluation is best suited to an emergent type of program.

3. The impact of program activities is heavily dependent on the context within which the activities occur. Experience to date substantiates the importance of a wide variety of factors external to such programs (communication channels within the agency), influence both strategies and tactics employed and outcomes. A responsive, naturalistic evaluation model can relate to these factors in a meaningful way.

Within the responsive mode, criteria of both merit and worth are used in the evaluation design, Lincoln and Guba (1981) distinguish between merit and worth in the following way: merit is the implicit, inherent value of an entity while worth is its value in an application or use situation. Judgments of merit use invariable criteria or standards over time. Worth, on the other hand, cannot be established once and for all but must be reevaluated at the time of each application.

Formative and summative evaluation questions are posed across both the merit and worth dimensions, yielding four perspectives in the evaluation design.

Since the design itself is emergent, the complete set of evaluation activities cannot be described in detail here; however, the procedural steps in the emergent design can be identified:

1. *Identifying concerns and issues of the stakeholding audiences including all groups (both formal and informal) who have some stake in the program.* Stakeholders include such groups as SEA, district administrators, building administrators, teachers, etc. Not all of these audiences have equal priority. A concern is a matter of interest to one or more parties about which they feel threatened or in which they have an interest (including claims). An issue is any statement about which reasonable persons could disagree. Any concern or issue of a stakeholding audience is legitimate focus on evaluation including projected outcomes, objectives, products, and other

activities traditionally included in an evaluation. Additionally descriptors, or descriptive statements salient to the program are collected from the stakeholding audiences.

2. *Analysis and categorization of issues and concerns.* This essentially content-analytic process is ongoing and involves member checks (i.e. recycling with human resources) and other validation procedures. Issues and concerns also must be prioritized.

3. *Gathering information that's responsive to the identified concerns and issues.* A variety of methods are used to gather this relevant information, matching methodology to the particular concern or issue. For example, the SEA may be particularly interested in an evaluation the program's dissemination efforts and, therefore, dissemination activities may be monitored by a tracking system that identifies the source of requests for information by organizational type, products or documents sent in responese to the request, and feedback on product usefulness. On the other hand, the SEA may also be concerned about the trainers and the program. Some preliminary data from questionnaires may be supplemented by indepth interview. Descriptions of the entity being evaluated are included in the information about the relevant setting and conditions. The activities of the program are also to be described in terms of intention, implementation, and variations that occur over time.

4. *Reporting back to the relevant audiences on a continuous basis.* A variety of reporting mechanisms are used, and matched to the particular needs of each audience.

QUALITATIVE EVALUATION PLAN
FOR
THE INDIANA COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT PROJECT
1980 – 1982
(Example)

Prepared by

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and
Linda Beitz

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Preface

The Indiana Comprehensive System of Personnel Development Project (IN/CSPD) is in the third of its four years. The evaluation plan for the Project has been, and continues to be, an emergent and collaborative effort on the part of the Project staff and the major audiences it serves. During the past two years the evaluation plan has changed and broadened in its concept, definition, and scope. Much of the change is the result of new information acquired by Project staff through evaluation fieldwork, literature review, evaluation methodology coursework, seminars, and personal contacts.

The nature of the evaluation effort for the first two years of the Project (June 1978-June 1980) is described in the introductory section of this document. The information in the remaining sections details the evaluation plan for 1980-1982.

Introduction

Background Information

The Indiana CSPD Project is a technical assistance effort designed to assist the Indiana state education agency (SEA) and local education agencies (LEAs) in the implementation of Public Law 94–142. Public Law 94–142, the Education for All Handicapped Children Act, contains a provision requiring the SEA to develop an annual plan for a Comprehensive System of Personnel Development (CSPD). The annual CSPD plan addresses both the preservice and inservice training needs of school personnel and parents who are involved in the education of handicapped students. The primary focus of the Indiana CSPD Project is to aid the Indiana SEA and LEAs in the development of the inservice portion of the CSPD plans.

This technical assistance effort spans a four year period extending from June, 1978 through May, 1982. The project is funded by P.L. 94–142 funds at both the federal and state level. It is located at the Smith Research Center, Indiana University, Bloomington, Indiana. The primary contractor for the project's technical assistance services is the Indiana Department of Public Instruction, Division of Special Education.

Project policy is formed by the IN/CSPD Project Policy Review Board. This group consists of the State Director of Special Education, State Coordinator of Personnel Development and Program Review, the IN/CSPD Project Co-directors and the Project Coordinators.

Since the beginning of the IN/CSPD Project in June of 1978 the project has been involved in "an ongoing evaluation process designed to keep consultation and training relevant and productive" (NIN in Indiana Summary Report, August 1979). In 1978-79 this evaluation effort included the following activities:

1. The Project's formal training events were evaluated by participants through a seven point workshop evaluation scale with a comments section (Appendix A).

2. Participants completed an annual final evaluation questionnaire one month after the conclusion of a year of training events (Appendix A).

3. An annual Summary Report was developed by project staff and submitted to the Indiana Department of Public Instruction. This report presented the Project's major activities and accomplishments in the areas of training, consultation, technical assistance, linking activities and dissemination activities. It included a staff summary of the participants' responses to the workshop evaluations and final questionnaire.

4. A third party evaluator from the School Administration Department, School of Education, Indiana University was employed to interview selected Project participants about their perceptions of the Project.

5. A biannual "opinionnaire" was completed by all special education directors in Indiana, their regular education counterparts (as defined by the directors) and all Project participants. This opinionnaire uses techniques of multi-dimensional scaling to ascertain how closely these personnel associate concepts of planning and inservice training with their own jobs (Appendix A).

These evaluation efforts, while providing some useful information to Project staff and the Department of Public Instruction (DPI), did not, when aggregated, constitute a comprehensive evaluation plan. The activities lacked a stated evaluation design (though one can be inferred from the nature of the activities), a comprehensive description of methodology and a specified timeline and format for reporting. Based on these gaps in the 1978-79 evaluation of the IN/CSPD Project, a revised evaluation plan has been designed for implementation from June, 1980 through May, 1982 and is described in this document.

Description of the IN/CSPD Project

What Was Intended?

In the fall of 1977 a proposal was submitted by Leonard C. Burrello, Ed.D., Indiana University, to the Department of Education, Office of Special Education and Rehabilitative Services (then the Bureau for Education of the Handicapped, U.S. Office of Education) for the creation of the National Inservice Network (then titled "Validation and Diffusion of Regular Education Inservice Training Models to Potential Adopters"). The network was planned as a three year project of national significance. Its original goals were:

1. To assist the initially funded (inservice) projects through the provision of supportive services to extend their replication and adoption to potential users elsewhere.

2. To identify the potential adopters of those funded inservice models and convene them under the auspices of SEA's.

   2.1 To validate and evaluate the appropriateness of these model projects for their own adoption or adaption.

   2.2 To preplan with potential adopters to prepare their own comprehensive inservice plans and proposals for federal FY 1979-80 funding, state discretionary funds, and from their own local or intermediate unit-inservice funds.

3. To increase SEAs' capacity to prepare comprehensive inservice plans through assessing needs, coordinating human material resources and planning a diffusion strategy to reach all the local education agencies (LEAs).

4. To pilot test the feasibility of a states based National Linkage Network of resources to assist LEAs in the implementation of P.L. 94–142.

(NIN Proposal, October, 1977)

The proposal was funded in June, 1978, and contact was initiated with the target audiences. The target audiences included the approximately 146 REGI (regular education inservice) projects in the country and selected SEA and LEA personnel from several states. The three states who elected to participate in the states component of the Project (goals 2, 3, and 4 above) were Colorado, Indiana and Maine. The focus of this evaluation plan is on the states' component of the NIN Project as it applies to Indiana.

To avoid confusion in the remaining sections of this plan, it should be noted that the Indiana component of the NIN was referred to as "IN/NIN" during the first year (1978-79) of the Project.

Due to changes in the scope and goals of the effort, the Project's name was changed during the second year of implementation. From 1979 to the present it has been referred to as the Indiana Comprehensive System of Personnel Development Project (IN/CSPD).

The IN/CSPD Project formally began in the fall of 1978, with the hiring of two Project staff, one full-time state coordinator and a half-time research assistant. The staff were doctoral level students in the School of Education who had backgrounds in special education and inservice training. They implemented the relevant NIN Project goals as written in th 1977 proposal and selected as their target audiences DPI staff and six "special education planning districts." Indiana is divided into sixty-three special education planning districts which are a composite of *single school districts* and districts who have joined together to form *cooperatives.*

The initial six planning districts were selected on the basis of their demographic diversity (urban-rural, single districts, cooperatives) and willingness to participate. Each participating planning district was asked to select a team of four to eight regular and special educators representing both instructional and administrative roles. These teams became the focus of the Indiana CSPD Project's training efforts.

The IN/CSPD Project staff devised a calendar of training events that spanned the period of January – June, 1979. During this period Project staff met with the planning district teams on 11 days, exclusive of on-site visits and phone contacts. The focus of the training became teaching the teams how to write a local inservice Comprehensive System of Personnel Development plan. These plans were submitted to the Indiana DPI during the summer of 1979 for funding and implementation during the 1979-1980 school year.

What Was Implemented?

Concurrent with the initiation of the Indiana CSPD Project in the summer of 1978, was a series of interactions between the Indiana DPI and the federal government that resulted in a major change in the Project's scope of activities. Under the provisions of P.L. 94–142 each state is required to submit an Annual Program Plan (APP) outlining their P.L. 94–142 program to the Department of Education, Office of Special Education and Rehabilitative Services, ED/OSERS (then the Bureau of Education of the Handicapped, U.S.O.E.). Approval of this plan by the ED/OSERS is required before P.L. 94–142 funds are released to the SEA, and subsequently to the local planning districts. Indiana's APP for FY 79 (1978–79) was not approved by the ED/OSERS. The state's CSPD plan was cited as a deficient area. Until the plan was approved, no money could flow through the SEA to Indiana planning districts to support their special education programs. This crisis in funding led to a reassessment of the state's CSPD plan, which had previously been characterized by a traditional and ineffectual state CSPD advisory council. The state, with the assistance of the IN/CSPD Project staff, decided to use a much larger portion of its P.L. 94–142 discretionary funds (which are set aside for dispersement according to SEA priorities) to support an expanded effort by the IN/CSPD Project. It was hoped that this increased effort would result in:

1. Approval of the state's APP by ED/OSERS (resulting in a release of P.L. 94–142 monies)
2. Renewing the planning districts' "faith" in the SEA (districts were concerned about the delay in funding)
3. Creating a more effective CSPD mechanism in Indiana
4. Responding to the local autonomy philosophy espoused by many of the local planning districts (the Indiana NIN approach to CSPD focused on local rather than state level planning).

Upon submission of a revised APP to ED/OSERS, including the new CSPD plan, Indiana's plan for P.L. 94–142 was approved and monies were released. The granting of P.L. 94–142 discretionary funds to the IN/CSPD Project occurred during the summer of 1979 and led to the implementation of the effort for which this evaluation plan is proposed.

The "new" Indiana NIN, now referred to as the IN/CSPD Project, goals were based on Project experience in 1978-1979 and on the state's new APP plan. Goals listed by the IN/CSPD Project in its proposal to the Indiana Department of Public Instruction included:

1. To provide technical assistance to the 63 planning districts developing systems of comprehensive personnel development by 1982.
2. To design and implement a computer-based needs assessment system.
3. To design and implement a statewide human resource system.
4. To design and implement a statewide dissemination network.

(NIN Proposal, 1979)

These new goals reflected the increasing importance the SEA attached to its CSPD plan. The original goals of the National Inservice Network were all reflected in the above goals, but the emphasis on a total statewide CSPD planning opportunity was increasing while the emphasis on adoption/adaption of national or local models was receiving less attention in terms of resources.

The expanded IN/CSPD Project staff saw their primary audiences as the Indiana Department of Public Instruction and the local special education planning districts. The Project's material requirements reflected the importance of these audiences and the new goals. The NIN Project director grouped the resources (both human and material) into two components, the training resource system component (reflecting the needs assessment and human resource goals) and the technical assistance component (reflecting the local CSPD development and dissemination goals). The components were housed in two different buildings in a public school/special services complex at Indiana University. Doctoral level students were hired as staff for each component, resulting in 1.5 FTE in the training resource system component and 4.5 FTE in the technical assistance component. These two components were coordinated by the IN/CSPD Project Director and Co-director, each of whom has responsibility for one component. Day to day management of the Project was conducted by a 1.0 FTE Project Coordinator who worked out of the technical assistance component. The training Resource System also employed a 1.0 FTE component coordinator.

The Project staff were supported by a variety of material resources including computer services, information specialists, and a budget adequate to the expenses of conducting a statewide training program. Both Project components established a schedule of events for 1979-80 that was maintained through start-up programming time for the training resource system component was greater than had originally been anticipated.

The organizational setting and relationships within which the IN/CSPD Project functions are complex. The Project is located at an institution of higher education and must adhere to the IHE's procedures in day-to-day management. Additionally, the Project must adhere to the procedures (particularly fiscal policy and timelines) of *both* of its funding agents, the Indiana Department of Public Instruction and the Department of Education/Office of Special Education and Rehabilitative Services. In addition to the above relationships, which can be characterized as formal and contractual, the project maintains relationships with the state's primary client, the local planning districts. The planning districts are grouped into four training sets, Set I, 1978-1979; Set II, 1979-1980; Set III, 1980-1981; and Set IV, 1981-1982. The Project's relationship is different with each of these groups. With past and current teams (Set I and II) the Project has a formal and voluntary relationship, organized around a state mandate to the planning district ("you will develop a local CSPD plan") and a resource base (the Project provides training, travel, change of pace, recognition and social opportunities to its participants). With the future training groups (Sets III and IV) the Project has an informal relationship which will become formal at some future point.

To date, the Project has provided assistance to Sets I and II. This revised evaluation plan will be put into effect with the onset of training for the Set III participants (fall of 1980). Sets I and II will continue to receive technical assistance from Project staff in the implementation of their CSPD plans through a series of training events and consultation.

Revised Evaluation Plan — Purposes and Goals

The purposes of the revised evaluation plan are three-fold. First, planning the evaluation is a vehicle for the Project staff to communicate the values they hold for the evaluation of the Project. The plan has also provided the opportunity to discover the evaluation values held by the other major audiences and stakeholders of the Project.

Secondly, the plan is an opportunity to advertise the staff's concept of how a statewide personnel development project can be evaluated in this setting. It is the staff's hope that others will gain some new and useful perspectives about evaluation from the emergent framework they have designed.

Lastly, the 1980-82 plan is being written to accomplish the following six activities:

1. To provide information about the major audiences and stakeholders of the IN/CSPD Project.
2. To describe processes for identifying the information needs of the major audiences.
3. To describe the methodology and data sources to be employed in conducting the evaluation.
4. To specify the timeline for and coordination of the evaluation activities.
5. To describe the processes to be used in selecting the standards by which the merit and worth of the Project will be judged.
6. To identify the formats to be used for reporting the evaluation information.

Major Audiences/Stakeholders

Audiences and stakeholders are words which will be used synonomously in this plan. Both refer to those individual and/or groups who are involved either directly or indirectly with the Project and who are considered to have a stake in its operation.

The original list of audiences generated by the Project staff included: (a) Project staff, (b) planning district teams who are currently participating in the Project, (c) Institutes of Higher Education [IHEs], (d) community members, (e) students [local level], (f) teachers [local level], (g) parents, (h) U.S. Department of Education/Office of Special Education and Rehabilitative Services/Division of Personnel Preparation, (i) Indiana Department of Public Instruction/Division of Special Education [DPI/DSE] personnel, (j) other interested professionals in related fields, (k) Indiana State Advisory Council on the Education of Handicapped Children and Youth, and (l) other divisions of the Indiana DPI.

Based on resource limitations, the Project staff used a shared decisionmaking process (Maple, 1977) to identify four major stakeholding groups to which the evaluation will respond. They are:

- Project staff
- Department of Public Instruction/Division of Special [DPI/DSE] personnel
    - IN/CSPD Policy Review Board
    - Indiana 94–142 Advisory Council
- Planning district teams who are presently participating in the project
- Department of Education/Division of Personnel Preparation [ED/DPP] personnel.

A brief description of who constitutes the stakeholders in each of these groups is in order.

- Project Director [.20 FTE]
- Project Coordinator [1.0 FTE]
- Planning Team Coordinator [1.0 FTE]
- Planning Team Graduate Assistant [.50 FTE]
- Implementation Team Coordinator [1.0 FTE]
- Implementation Team Graduate Assistant and Evaluation Coordinator [.75 FTE]
- Management Information Sepcialist Graduate Assistant [.50 FTE]
- Project Secretaries [2.0 FTE]

As was noted in the introduction, there are two major components to this Project, the technical assistance component and the training resource system component. Each represents different aspects and goals of the Project and each is housed in separate buildings at Indiana University. The staff listing provided above does not reflect the staff from the training resource system component. The training resource system component maintains a separate staff for its project design and implementation. Built into the activities of the training resource system component is an evaluation program specific to their needs. There does exist, however, a direct interface between the evaluation activities of these components. For example, through the data collection methods used by the technical assistance component staff, evaluation data is received about the training resource system. Informal communication regarding evaluation data is on-going between component co-directors and coordinators. Evaluation information generated by each component of the Project will be included in the 1980-81 Summary Evaluation Report to the Indiana DPI/DSE. in summary, throughout this plan "Project staff" will be used in reference to the aforementioned staff affiliated with the technical assistance component.

The Indiana Department of Public Instruction/Division of Special Education [DPI/DSE] is the main client of the IN/CSPD and the most important stakeholder in the Project. The IN/CSPD Project has been strongly supported by the DPI/DSE through monetary and staff resources. The Project's major goals involve assisting the state agency in carrying out its responsibilities under P.L. 94–142, the Education of All Handicapped Children Act, for the development and implementation of an effective personnel development system. This includes the development of a SEA planning model for CSPD. The state agency person directly responsible for overseeing statewide CSPD is the liaison to the IN/CSPD Project and participates in the planning and implementation of Project activities. In addition to the liaison staff, the Project also responds to DPI/DSE directly, through the Project's Policy Review Board, which involves DPI staff, and through the State Advisory Council on Handicapped Children and Youth, which receives regular information on Project activities.

The planning district teams, of which there are presently forty (40), constitute the third major evaluation audience. The team consist of varying combinations of special and regular education instructional and administrative personnel. Parents, school board members and other personnel groups have also been represented on some teams. Throughout the 1980-81 academic year, these planning district teams will attend workshops designed by the IN/CSPD staff to facilitate the teams' planning and/or implementation of local CSPD plans. The twenty teams who are new to the CSPD planning process will meet for ten days of training, and the twenty teams already involved in implementation of their plans will meet formally for training six days during the year. Other forms of technical assistance will also be available to the teams including on-site visits, telephone consultations, and materials.

The U.S. Department of Education/Office of Special Education and Rehabilitative Services/ Division of Personnel Preparation [U.S. ED/OSERS/DPP] is the last major audience targeted in this evaluation. At the federal level there are individuals assigned through the Division of Personnel Preparation [DPP], within the Department of Education/Office of Special Education and Rehabilitative Services, to oversee the implementation of personnel development grants. These individuals have a major stake in the evaluation of the Project as the evaluation provides information on which to base current and future funding of CSPD related to the education of handicapped children.

Processes for Generating the Information Needs of the Major Audiences

This section will report the processes in which the Project staff have engaged to generate the initial framework for the evaluation plan. The steps taken to identify the information needs of the audiences will also be addressed. It should be emphasized at this point that the planning steps reported here may not be sequential. The processes involved are rarely linear and are frequent interactive. This adaptive planning is essential if the evaluation is to be responsive to the needs of the major audiences.

Step 1 — Project Staff

Evaluation is of service to its audiences if they find it useful to their purposes. Knowing what those purposes are is the first step in determining the initial framework for the evaluation. During August and early September 1980, the Project staff met on several occasions to make decisions regarding this evaluation plan. Utilizing the nominal group process technique (Caffarella, 1978), the staff generated a lengthy list of potential purposes for the evaluation. Using a shared decision-making process (Maple, 1977), the staff collapsed the original list into three major purposes. They are:

1. To *describe* the design and implementation of CSPD at three levels: the Project staff, local district CSPD, and statewide CSPD.
2. To *judge* the design and implementation of CSPD at the internal Project level and within the local planning districts.
3. To *improve* the design and implementation of CSPD at all three levels: internal Project, local district, and state.

There were several meetings devoted to discussing the evaluation's purposes. It was a major opportunity for the staff to discover the values they hold for the evaluation effort. In addition, it provided direction for the staff to begin a discussion regarding what methodology and data sources are available and appropriate to the purposes they identified for the evaluation. Data collection methods and sources will be reported in the next section of this plan.

The information needs of the Project staff will be ascertained from questions developed by staff members as the Project year progresses. It is anticipated that these questions will relate to the Project's stated goals (see Introduction), issues, and concerns as they emerge throughout the year.

Step 2 — Indiana Department of Public Instruction/Division of Special Education [DPI/DSE]

Assessing the information needs of this audience will be accomplished in three ways. First, the Project staff have access to the Indiana State Plan for Part B of the Education of the Handicapped Act (FY 81-83) which specifically states the goals of the statewide CSPD. Secondly, the liaison relationship with the state CSPD coordinator provides an ongoing and rich information source for Project staff by which to identify issues and concerns. Finally, the State Director of Special Education is a member of the Policy Review Board of the IN/CSPD Project and the conversations and minutes of those meetings become another way in which information needs can be assessed.

Step 3 — The Planning District Teams

The Project staff decided that the most efficient and effective way to ascertain the information needs of the planning district teams would be to ask the teams what their information needs are. The staff felt that valuable information could be elicited by conversing with participants, listening to their language usage, and by probing for their concerns. When the fall workshop occur for planning and implementation teams, participants will be requested to respond to questions aimed at beginning a conversation regarding their evaluation information needs. During the subsequent staff debriefing the staff will review the data received to ascertain the participants' concerns and issues. Decisions will also be made regarding which of the identified information needs can be met through the evaluation. Project staff recognize that constraints such as time, money, and personnel may prohibit them from responding to all the requests made by the participants, but every attempt will be made to accommodate their needs.

Additional ways in which the Project staff intend to identify this audience's concerns and issues are:

- observations of activities at workshops and during on-site visits
- on-going documented conversations throughout the year with individuals and groups
- review of documents produced by participants as part of their planning process.

Step 4 — U.S. Department of Education/Office of Special Education and Rehabilitative Services, Division of Personnel Preparation [U.S. ED/OSERS/DPP]

The information needs of this audience will be identified from the proposal evaluation criteria specified in the OSE/DPP "Proposal Evaluation for New Applications" (ED/OSERS/DPP, 1980). Conversations with the DPP Project Officer assigned to this Project will also serve as an information source. One such conversation occurred Spring, 1980 at which time the Project Officer met with the Project staff to identify some of his present information needs. The highest priority need was for pragmatic information on the impact of the Project at the local planning level. The question posed by the Project Officer was "What would you tell the person on the street who wanted to posed by the Project Officer was "What would you tell the person on the street who wanted to know what the Project has accomplished?"

Data Collection Methods and The Use of Multiple Data Sources

As the infomation needs or issues and concerns of each of the major audiences are established, the evaluators will continue to develop a data collection design. Information collection can be categorized as quantitative and qualitative. Quantitative methods collect information defined as facts and claims that are represented by *numbers*. Qualitative methods collect information defined as facts and claims presented in *narrative*, not numerical form (Joint Committee, 1981). The Project staff will be employing both types of methods in its design.

The *qualitative* methods which will be used include:

- group debriefing (interviews) [see Appendix C for guidelines]
- individual structured and unstructured interviews [see Appendix C for guidelines]
- document analysis
- use of records
- unobtrusive measures
- participant and non-participant observation
- non-verbal communication

The *quantitative* methods which will be used include:

- multi-dimensional scaling (MDS) [see Appendix A for copy of the opinionnaire]
- aggregation of numerical data (e.g., number of individuals receiving training, number of requests for technical assistance).

Multiple data sources presently exist or can be identified. Other sources and the corresponding collection methods are represented in Figure 1.

FIGURE 1

QUALITATIVE METHODS						QUANTITATIVE METHODS	
Individual Interviews (structured/ unstructured)	**Group Debriefings**	**Document Analysis or Use of records**	**Unobtrusive Measures**	**Participant and Non-participant observation**	**Non-verbal communication**	**Multi-dimensional Scaling (MDS)**	**Aggregation**
participants at workshops participants during on-site visits by Project staff participants during on-site visits by 3rd party evaluator Project and DPI/ DSE staff by 3rd party evaluator phone calls training resource system component staff	participants at workshops and during on-site visits	report provided by 3rd party evaluator (1980-1981) DPI Program review documents documents produced by participants during the planning process (e.g., action plans, needs assessment surveys) local CSPD plans prodoced for 1980-81 and 1981-82 abstracts of CSPD plans developed by Project personnel reports prepared by the training resource system component State Plan Policy Review Board meeting minutes State Advisory Council meeting minutes	training workshops	training workshops on-sites	training workshops on-sites visits	opinionnaire distributed statewide to a select group of Project participants and non-participants	record of contacts between districts record of requests for Project technical assistance record of number of individuals trained in Project workshops record of numbers of individuals trained at the local level according to personnel groups, content area, training mode, location, funding sources, and by whom they were trained

Processing of Data

Interviews and group debriefings are planned as the two major sources of evaluation data. This section will describe the way in which the Project staff intend to process that data. Included are the concepts of *thematizing, triangulation, member checks,* and *audit trails* (Guba and Lincoln, 1981). These are presented sequentially for documentary purposes only.

Thematizing. The Project staff define the concept of thematizing as surfacing the major concerns and issues reflected in the data collected. Project staff will be using themselves as instruments to conduct a categorical analysis of the data as they collect it from participants. The use of this process reflects the desire on the part of the Project staff not to be divorced from the evaluation. Instead, the aim is to use themselves to be as responsive, adaptive, and discovery oriented as possible about the different dimensions of the Project evaluation.

Subsequent to each workshop the staff will compile the interview and debriefing results in writing, and review the data in a staff evaluation debriefing. The focus of the debriefing will be two-fold:

1. to thematize the data
2. to determine what the "next steps" will be in planning, implementation, and evaluation based on the themes identified.

Minutes of the staff evaluation debriefings will be maintained as a record of the themes noted. Staff will receive copies of the minutes to use in guiding their future planning activities. Processes to insure the reasonableness of the themes identified are addressed in the following paragraphs.

Triangulation and Member Checks. As was mentioned previously, the Project staff will have access to multiple data sources in conducting this evaluation. These sources will be used to triangulate the information generated from thematizing. For example, documentation of local CSPD plans may be used to support the themes identified during interviews. Information from the opinionnaire distributed statewide (MDS) may be compared to the data collected from group debriefings and from local needs assessment surveys and reports. Similarities and discrepancies in the data will be noted and used in evaluation reporting and to stimulate additional evaluation questions.

Member checks are another way of insuring the trustworthiness of the evaluation and data received. Basically, a member check involves taking information or data generated by an audience back to that audience and saying "Is this the way you saw it?" The third party evaluation (to be conducted in the Spring of 1981), will be an opportunity to find out if major themes generated throughout the year "check out" with the district teams who participated in the Project. The third party evaluation is an activity that was initiated during 1980-81 for the primary purpose of providing Project personnel with an outside view of the total Project effort. A third party evaluator has the advantage of being able to concentrate exclusively on evaluation, whereas Project staff maintain dual roles as technical assistance planners/providers *and* evaluators. Not being intimately familiar with the intricacies of the Project, the third party evaluator may also surface issues and concerns that Project staff will not. The third party evaluator will conduct approximately 12–15 indepth, on-site interviews with local planning district participants, DPI staff, during March–April 1981. Prior to conducting the interviews, the evaluator will be given a list of major themes identified from the participant data gathered (to date) by Project staff.

Audit Trails. An audit trail consists of leaving sufficient evidence so that some outside person reviewing the products of evaluation and the process employed could agree that both were reasonable. The Project staff will be maintaining the following files to insure than an adequate audit trail exists:

- "raw" notes from evaluation interviews and debriefings
- minutes of staff evaluation debriefings
- individual interview documents
- group debriefing documents
- guidelines for group debriefings and individual interviews
- local CSPD plan documents
- minutes from meetings with outside evaluator
- multidimensional scaling (MDS) data and reports
- contact logs (for a record of requests for technical assistance by district participants).

Management Plan

The following chart serves as an initial framework for the evaluation activities to be conducted. Additional activities will be recorded as they emerge throughout the year.

IN/CSPD EVALUATION MANAGEMENT PLAN (1980–81)

Activity	Persons Responsible/ Involved	Time Frame	Reporting Format
Individual interviews at training meetings; 4-5 per 100 participants (see "Guidelines for Interviews," Appendix C). Notes compiled immediately subsequent to meeting, staff thematizes data.	IN/CSCP staff	Every meeting of Sets I, II and III	Verbal sharing in staff debriefing, written summaries and summary analysis to be included in year-end report; periodic verbal/written feedback to participants.
Participant and non-participant observation unobtrusive measures	IN/CSPD staff	Every meeting of Sets I, II and III	(same as above)
Small group debriefings(see "guidelines for Debriefings," Appendix B)	IN/CSPD staff	Every meeting of Sets I, II and III	(same as above)
Aggregate number of requests by districts (Sets I, II, and III) for technical assistance fron IN/CSPD project.	IN/CSPD staff	Ongoing	Written summary data to be included in year-end report.
Document analysis of Sets I, II, and III CSPD plans in relation to the criteria established by the Local Planning Guide for CSPD.	IN/CSPD staff	May-June 1981	Written summary information to be included in year-end report; specific information about each plan to be communicated verbally and in writing to team contact person or entire team.
Staff debriefing subsequent to training sessions for Sets I,II,III.	IN/CSPD staff	Ongoing	Verbal; written minutes.
Third party evaluation on-site interviews.	Dr. Robert Owens IU School Admin	March-April 1981	Written.
Project staff on-site evaluation interviews.	Linda Beitz Project Staff	March-April 1981	Written.
Multi-dimensional scaling (MDS) opinionnaire.	IN/CSPD staff / Dr. George Kuh	1 admin in 80-81 to reg & spec ed	Written.
Document analysis of DPI Program Reviews of Local districts.	Local planning district & IN/CSPD	Ongoing	Verbal; written.
1980-81 IN/CSPD Summary Report.	IN/CSPD staff	May-June 1981	Written.

Formats for Reporting

To date, the major formats for reporting the evaluation information are: (1) written reports, (2) slide-show presentation, (3) oral reports, and (4) graphs and charts.

During 1980-81 each audience involved with the Project will be asked what reporting formats are most valuable and meaningful to them. These information needs will continue to shape the reporting formats for the remainder of the Project.

Standards

In the formative stages of evaluation planning, the Project staff reviewed standards by which to judge the *merit* of the Project's activities. The staff selected the following as most applicable to our effort:

- documents which reflect recognized standards in inservice education (Kuh, et. al., 1979; Quality Practices Task Force, 1980)
- DPI/DSE criteria for local CSPD plans (refer to Appendix H)
- U.S. ED/OSERS/DPP grant criteria (ED/OSERS/DPP, 1980).

Standards determining the Project's *worth* will be elicited from the audiences of the evaluation using a variety of the data collection methods found in Figure 1. The audiences are:

- Project staff
- DPI/DSE staff
- Local planning district participants
- U.S. ED/OSERS/DPP personnel.

Personnel

A portion of each Project staff member's time is assigned to evaluation. The responsibilities for facilitating workshop group debriefings and conducting individual interviews will be rotated among staff members. In addition, one staff member is contracted for .25 FTE to be responsible to coordinate the majority of the evaluation activities for the Project. The contract with the third party evaluator is projected to be for a 12-day period.

Conclusion

A plan for the evaluation of the Indiana CSPD Project for 1980-82 has been presented. Descriptions of the audiences, data collection and processing methods, multiple data sources, and the evaluation management plan were provided. It is expected that at the conclusion of 1980-81 Project year, this plan will again be modified and adapted to accommodate the needs of the Project in 1981-82.

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LOCAL DESCRIPTION OF IMPACT

Comprehensive Staff Development

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END RESULTS

What is the end result of the planning and training activities? The following is a brief description of the experiences and impact that the planning process has had on a participating district — as viewed by the planning team members.

Introduction

Implementation of Public Law 94–142 has posed significant challenges to school district's plan for personnel development. In this legislation are requirements that school districts establish effective support systems for all personnel to implement provisions of the law. Widefield School District No. 3 in Security, Colorado, is completing its third year of intensive comprehensive planning and inservice implementation in conjunction with the National Inservice Network (NIN), based at Indiana University, and the Colorado Department of Education, Division of Special Education.

Project All, the personnel development plan for this suburban district of seven elementary, three junior high and one senior high school, has had a significant impact on the district. In the spring of 1978, Superintendent James B. Knox challenged the district to develop a comprehensive support system for all students and staff. The staff development dimension of that challenge has emerged as a reality for the district and its almost universal acceptance has proved to be both a personal as well as a professionally significant boost for staff in a time when educators are generally facing stress and "burnout."

Specifically, Project All calls for the Widefield School District:

- to establish a five person, school based leadership team – the principal, the counselor, a special education teacher, a regular education teacher, and a noncertified employees – at all of the schools in the district;
- to provide the opportunity for all regular education and special education personnel to participate in resource development activities that would enhance their personal and professional development as well as provide new instructional strategies for all staff and students;
- to incorporate all presently existing personnel development activities and all other emerging inservice needs into a comprehensive support system.

Project All grew out of the National Inservice Network – Colorado Department of Education collaboration. NIN, concerned with the development and spread of innovations in inservice training, targeted and supplied funding for six Colorado school districts to address the inservice demands of training regular education teachers to meet the needs of mainstreamed special education students.

The Colorado NIN planning model requires the establishment of a local school district task force:

- to conduct a needs assessment
- to set goals and objectives
- to develop an action plan
- to establish an evaluation process.

The Widefield School District task force included an assistant superintendent, high school principal, elementary school principal, secondary regular education teacher, and an elementary special education teacher. This local district task force, trained by Colorado NIN personnel to develop "best practices" for inservice, was charged with implementing these best practices at the local level.

With a $20,000 Colorado NIN grant and $10,000 of district Title VI monies, the task force initiated the following:

Local Ownership. During the planning process by the task force, sensitivity to local ownership was recognized through involvement and participation of all district constituency groups. Potential inservice obstacles were verified through a pilot assessment with a selected sample of principals, teachers, and counselors. Major obstacles perceived by these individuals included concerns with:

- Time – when do we have enough of it to accomplish inservice?
- Change – is this really going to make an impact on a teacher's effectivenss in the classroom?
- Priorities – where does this project fit with other district goals?

With this awareness of potential obstacles, and a sensitivity to school based automony as a major factor in the success of the inservice, principal support was elicited through extensive sharing sessions in bimonthly principal status reports. Throughout the planning process, principal support was unanimous.

Local Problem Solving. A districtwide needs assessment was conducted with central administration, principals, counselors, special education and regular education teachers, with a 95% response rate. The key need areas defined were presented to building principals, given in individual presentations at the building level, and through a newsnote to all district personnel. Further identification of special local needs was made through informal interview procedures when constituent groups were given opportunities to provide feedback to the task force regarding evolving inservice plans. Specific inservice content identified from needs assessment data included:

- Awareness of Individual Differences
- Diagnosis and Assessment of Learning Problems
- Curriculum and Instruction
- Behavioral Management and Educational Management
- The Legal Implementation of Public Law 94–142.

Local Ongoing Structures. With this specific data gleaned from needs assessment procedures, a support system was established to meet these needs. School based leadership teams emerged as the core structure through which inservice was delivered. Trained through monthly intensive inservice sessions, these teams returned to their schools to disseminate their findings and to define school based needs and action plans. In addition to focusing the project on the school based teams, this process resulted in:

- numerous mini-workshops for all district personnel
- school based inservices on specific topics appropriate for that school
- enhanced curriculum articulation in many content areas
- individual teacher exemplary project grants ($500 to $1,000 for each grant)
- extensions of individual job targets
- enhanced leadership roles of district personnel
- enhanced educational environments for students.

Local Resources. Continuous information about Project All inservice planning was distributed to all district personnel. As specific need areas were addressed, district personnel were asked to participate as presenters, and 35 district employees were actively involved in sharing their unique strengths in inservice programs. With district personnel serving in presenter roles, curriculum leadership has emerged and professional expertise has grown. Most significantly, personal expressions of self-worth and self-confidence are testimony to the benefits of using local resource people. Also, delivery of training occurred in numerous district facilities providing personnel opportunities to see a variety of work settings.

Collaboration. At the conclusion of the first year of Project All's inservice training activities, extensive evaluation was done with all participants. Participants, including central administration, principals, counselors, teachers, and noncertified personnel responded to a series of questions of a personal basis through a questionnaire and further through a group sharing interview session led by the original district NIN task force members. Data gathered indicated increased respect and trust for the unique abilities of district personnel. Further, willingness to provide release time for inservice participation at the school level indicated principal support. Personnel stipends, graduate credit, recertification inservice credit and recognition of staff through participation and district newsletters provided additional incentives and support.

Dissemination of these comprehensive staff development procedures has facilitated cooperation with other local districts, state and national education agencies. Personnel have made numerous presentations to other districts, state and national agencies and efforts have been well received.

Significant Findings

Principal Leadership is Key. The opportunity to head a school based leadership team gave building principals opportunities to be instructional leaders in a period when many principals feel it is almost impossible to be a leader because of other demands on their time. Recognizing that the leadership team concept was perceived as having varying success depending on the individual building, most principals felt that "close relationships among team members" and "information dissemination by team members" was of great value. When regular education teachers were asked what some of the greatest strengths of this year's project were, numerous observations were made that "absolute administrative support was highly visible."

Substantive Content Based Upon Assessed Needs. The needs assessment procedures effectively and appropriately targeted key need areas for personnel, resulting in well received inservice presentations in terms of subject matter. Teacher responses to specific inservice included comments such as "I have less fear of trying out new approaches with students." One guidance counselor responded that, although "in most cases I was familiar with the subject matter, it was a good review and thereby meaningful to me. . .I think all the topics covered were extremely relevant to the various educational problems we face."

Printed materials and handouts were provided at every inservice as direct follow-up to the presentations and participants responded that "in order to be effective, I feel a need to have a professional library and to keep it up-to-date and "alive". . .I often am able to look back over these materials to refresh my memory."

Appropriate Delivery System. Three-hour monthly sessions for the building leadership teams were held as the core of the inservice project. The information gained was then shared at the building level, either on a buddy system, a staff meeting, or by release time determined by the principal. Participants felt that the inservice had them "busting at the seams and yet, you think it could have been longer. . .dynamite night." When participants returned to their buildings to share their information, materials were well received. Although time constraints limited the extent of sharing at the building level, when it occurred, it was a "terrific idea. . .it not only increased knowledge, but requires growth in the skill of sharing and communicating by the very task of sharing that knowledge with a partner."

Increased Morale and Personal Growth Through Use of Local Resource People. Use of district personnel for presentations overwhelmingly contributed to the success of Project All. When a building principal discussed a teacher's job targets with her at the end of the academic year, she responded that the most significant experience of her year was being asked to be a presenter of a NIN inservice activity, perhaps "even the highlight of my educational career." A special education teacher stated, "My role as a presenter has provided me with a renewed strength and courage and a desire to do more inservicing in my building or even on a district level." When a teacher aide was asked about the strengths of her participation, she stated, "I think that making use of the staff as resource people was a super idea. . .it helped to unify the district – regular, special education administrators, everybody, we built up a lot of positive feelings." One administrator said that his most significant benefit in participation was "an increased awareness and appreciation for the fine talent that is employed in our school district."

The Future?

Project All has continued to emphasize two major goals of inservice: (1) to provide the best possible education programs for *all* students in our school; and (2) to develop a district staff development model that maximizes and compliments *all* existing staff resources and needs.

In order to determine the best possible education programs that would meet the needs of district personnel, the NIN district task force conducted a Project All End of the Year Evaluation May, 1980. Staff completing the evaluation represented regular education, special education, aides, counselors, principals, administrators and noncertified personnel who participated or contributed to the inservice program. The needs were compiled from a written and discussion format, and a compilation of this data was then used to determine future plans for Project All.

The evaluation indicated the following priority needs for continued NIN involvement in the district:

1. Continue the monthly inservice based on the "leadership" team approach.

The building leadership teams are now composed of five regular education teachers. These teams are meeting six times a year to attend awareness level presentations on: (a) characteristics of special education students, (b) assessment, (c) curriculum and instruction, (d) educational management, (e) behavioral management, and (f) special education federal, state and local mandates.

Each team is required to plan and present one inservice based on building needs and each participant is asked to keep a log of activities learned and implemented in their classroom on special education needs.

2. Offer additional extensive and mini-inservice programs for credit as recommended by the previous NIN participants.

The summary of the Project All Evaluation May, 1980, showed the following content as high priority for future inservice: (a) Emotional/Social Adjustment, (b) Gifted and Talented, (c) Learning Styles, and (d) Curriculum modification and Behavior Management.

Criteria for future inservice included: (a) after school inservice, (b) mini-courses offered to all district personnel, and (c) continued use of district expertise and extensive inservice programs based on awareness level presentation sponosred through NIN.

3. Solicit district personnel to act as coordinators and presenters in training teachers.

The coordinators for the 1979–1980 Project All presentations were asked to organize and present the monthly inservices during 1980–1981. In repeating the same topics, the coordinators and presenters can offer continuity with last year's programs and also adapt the inservices to meet the needs of the participants.

In addition to the districtwide inservice, NIN is also sponsoring extensive and mini-inservice courses as recommended by the previous NIN participants. Thirty-two presenters will provide presentations to district personnel.

4. Develop a SPED inservice to address the special education teachers' role as a consultant.

The results of the May, 1980 evaluation in conjunction with needs stated by the District Special Education Curriculum Articulation Team showed a need for a special education inservice program. This monthly inservice program emphasizes the theory and techniques for being an effective building level consultant. The SPED teachers are granted one-half day a month to work with classroom teachers and to develop programs based on information acquired through the inservice presentations.

5. Continue teachers' interest in inservice by encouraging suggestions about content, presenters and materials.

Each building team will be involved in planning and promoting the extensive and mini-inservices to be offered January 1981 through April 1981. The chairman of each building level team is responsible for sharing information received through NIN with regard to materials and inservice preentation.

6. Continue district communication through a NIN newsletter and district presentations.

Periodic presentations to the School Board and principals' meetings will provide continuous communication on the progress of Project All. A newsletter sent to all staff will provide an update on materials and programs sponsored through NIN.

7. Hire a half-time coordinator to develop inservice programs within the district.

A half-time staff member was hired to coordinate and plan inservice programs within the district.

Some Principles of Staff Development

In general, Widefield School District's last three years of involvement with extensive inservice activity have verified some principles of staff development that every district might consider:

District commitment is imperative. The superintendent, principals, teachers, and aides need to believe in the process and own the responsibility for making it happen.

School based leadership is imperative. The principal is usually the key to successful staff development and needs the support of central administration as well as building colleagues.

Needs assessment, goals and objectives, action plans and evaluation strategies are essential. Staff development must be tailored to perceived needs of staff and personalized to meet those needs.

Local resource personnel are effective and complimentary to outside consultants. Local people represent a generally untapped resource capable of responding "on-call" and, in many situations, more resourcefully than external people.

Continuous staff development is vital. Year round attention to the identified needs of people is critical if staff development is to be seen as an integral part of a school district.

Resources and References*

Time, money, people, information, ideas, materials, models, specialized skills can all be lumped under the rubic of resources – those necessary components to carry out a given task. The issue of available and needed resources is interwoven into all the stages of any program planning and implementation effort. Whether the effort consists of bringing people together in teams, conducting a needs assessment as a part of planning, designing programs to meet identified needs, or implementing an activity or program, the issue of resources must inevitably be dealt with.

Since the topic of resources is so all pervasive, it should be presented in a manner which is responsive to the task with which the team is currently working. The topic of resources can be broken down into the tasks of identifying, accessing, and utilizing the relevant resources for a given situation. An important emphasis to be brought to the topic of resources is the need to carefully examine the already existing human and material resources available in the local district. Often the discrepancy between what is available and what is needed in the way of resources is not as great as first throught when existing local resources are carefully identified. This is particularly true when the utilization of resources is approached in a creative way; new uses of old resources.

The reader is referred to the reference section of this guide for a listing of various support materials and to the resource heading of the reference section for support materials dealing specifically with inservice programs for regular educators providing services to the handicapped.

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*Obviously many fine resources and references have been omitted from this section. However, it was our intent to include only those materials which we have found most useful in our work to date.

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NIN RESOURCES

Project Products

NIN: An Emerging Collaborative Effort Between General and Special Education (Ken Baker) —a paper; a discussion of emerging problems, focusing on the roles and relationships of regular and special educators; a presentation of the core principles and requirements of P.L. 94—142 with special attention paid to the Comprehensive System of Personnel Development; a description of the National Inservice Network.

Inservice Best Practices: The Learnings of General Education (Harry Hutson) —a paper; a conceptual treatment of inservice issues in which three domains [procedural, substantive, conceptual] are identified; a listing of inservice practices supported in the literature as being exemplary.

Towards a National Inservice Network for Regular Education Personnel (Leonard C. Burrello, Dan Cline, Toby Strout co-authored with Mary McGaffrey in a joint publication — CEC/NIN) —a paper; describes the regular education inservice training effort nationwide; provides background information on BEH support for the effort; explains the developing network, its structure, functions, and expected outcomes.

A Listing of Alternative Training Outcomes for Instructional Personnel Engaged in the Education of the Handicapped (Stanley Fagen, Dan Cline and Janice Brown) —a compilation of topics, competencies and objectives for use by designers of regular education inservice training projects.

Developing a Comprehensive System of Personnel Development Through a Peer Planning and Dissemination Network (Ken Baker and Leonard C. Burrello) —a paper that provides an overview of the NIN planning process in three states and a description of implementation strategies for comprehensive system of personnel development.

Designing and Conducting Needs Assessments in Education (George Kuh, Kathy Byers, Tim Orbaugh) —a guide; suggests activities intended to gather information about and identify needs of a school system; recommends that needs assessment be seen as an intervention for planning change in a system.

Resource Directory – this is a 3-ring looseleaf binder containing abstracts of resource materials produced by OSE-funded regular education training projects. Materials are indexed and cross-referenced according to training topics. Information also includes cost and availability.

Regular Education Inservice Projects: A Preliminary Description – a looseleaf 3-ring binder, 507 pages. This compilation provides summary data on inservice training efforts nationawide, contains abstracts of FY 1980-81 regular education inservice training projects.

Issues Orientation: Personnel Planning, A Local Agency Perspective – a simulation for small groups involving some role playing that raises issues in local district planning for comprehensive staff development. It focuses on the questions of who should be involved in local planning and what the role of a planning team might be. It may be used as an awareness activity within a large workshop or discussion of issues in local district planning.

NIN Task Force Products

Quality Practices in Inservice Education – a 12-page brochure developed by the NIN Quality Practices Task Force. The brochure described the development of the quality practice statements in addition to outlining the statements with examples.

Quality Practices Task Force Final Report – three major categories of Quality Practices are presented including the creation and implementation of inservice programs as on-going systems, the characteristics of good staff development programs, and the essentials and requirements of inservice programs. Using these indicators, the task force report indicates NIN contributes to the ultimate goal of "well conceived and designed inservice programs."

School-Based Staff Support Teams: A Blueprint for Action – a monograph describing the development of a variety of staff support teams including practical guidelines.

Inservice Education Design Model and Action Steps – this task force report presents a conceptual framework and a model of inservice training. It is a helpful resource guide for both state and local personnel development planners.

Using Student Change Data to Evaluate Inservice Education – monograph examining the use of student change data as a measure of effectiveness of teacher inservice education including appropriate methodologies.

Basis for Inservice Design: Regular Educators' Responsibilities for Handicapped Children – a policy interpretation of P.L. 94–142 outlining the content of inservice education for regular educators serving handicapped children.

Regular Education Inservice: Significant Features of Physical Education and Recreation for the Handicapped – three articles outlining functions of physical education and recreation for handicapped students' programs and roles of relevant personnel.

Topical Instructional Modules Series

Initiating Change Through Inservice Education: A Topical Instructional Modules Series (edited by Leonard C. Burrello and Nancy L. Kaye) – this series was developed by Leonard C. Burrello and Nancy L. Kaye in their work with local school district personnel in four states. All training modules were authored by project staff and colleagues who have worked with both editors. These modules have all been pilot tested and used in preservice and inservice educational settings. The series has been organized as separate modules that *should be* used individually. All can be ordered in a single volume for an additional charge for binders and postage. (Complete set of 8 instructional modules – in press)

Federal Legislation on Behalf of Handicapped Children: Implications for Regular Educators (Martha McCarthy) – a 50-page paper synthesizing and presenting technical information on federal mandates in a meaningful format easily adapted for use by teachers, administrators, board members and parents. Includes "starter" set of process models which can be adapted to specific target audiences and altered as legal mandates dictate.

Creating an Accepting Environment for the Handicapped Child in the Regular Classroom (Janet McLaughlin–Williams) – this inservice is designed to assist total school staffs in assessing the characteristics of educational environments that are necessary for adults and children who are involved in the implementation of a least restrictive environment. It is formated to have participants define an educational environment which is ANTI handicapped so that staffs can create an anthithesis for their own use. Integrated within the design are activities that will encourage participants to evaluate their personal attitudes and behaviors regarding issues important to individuals who are handicapped.

Facilitating Educational Change (Diane Dormant and Kathy Byers) – this is a training workshop based on principles of change agentry. It is a self-contained package designed to provide trainers with the content and materials necessary for the presentation of a workshop on change agentry skills for school personnel.

Increasing the Contribution of Team Members in the Case Conferences (James Gilliam) – this paper and included activities are designed to provide information related to issues in the EPC (Educational Planning Committee) process, and procedures to foster cooperation and productive interaction among committee members. The target audience is diverse, including teachers, administrators, counselors, psychologists, social workers, nurses, physical educators, therapists and speech clinicians.

Role of the Regular Class Teacher in the Development of the IEP (Nancy L. Kaye and Craig Myers) – this paper provides an audience of regular educators [teachers and administrators] with a description of the IEP as a product as well as a process, and uses of the IEP. The activities are designed to identify roles, skills, and knowledge required for participation.

The Development of a Least Restrictive Learning Environment (Dorothy-ann Feldis and Ronald E. Nutter) – presents a training program which raises issues affecting the development of least restrictive environments for handicapped children. The activities included provide a process which can be used by school staff members in gathering information needed to plan the least restrictive educational program for an individual child.

Serving the Young, Handicapped Child in the Least Restrictive Environment (Lisbeth S. Vincent, Sherry Laten, Lee Grueneward) – this inservice module provides rationales for early intervention and for integrating young, handicapped and non-handicapped children. The activities included are designed for regular and special educators to participate in together. The ultimate goal of these activities is to increase the two groups' awareness and knowledge on how to successfully structure and educationally program for both groups of children.

Strategies for Interaction with Severely Handicapped Students (Nancy L. Kaye, Lee Gruenewald, and Diane Baumgart) – presents a number of roles regular educators and other members of the community contribute to the educational programming of severely handicapped students. Activities included cover a training session (one full day, approximately 5½ hours or two half-days of approximately 2½ – 3 hours each) for participants to increase their range of possible options for working with severely handicapped students in their own buildings.